

# Bere Regis Primary School Pupil Premium Strategy Statement

| 1. Summary information        |                                   |   |         |  |         |
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| School                        | Bere Regis Primary and Pre-school |   |         |  |         |
| Academic Year                 | 20-21                             | Total PP budget                                 | £ 18830 | Date of most recent PP Review                  | July 17 |
| Total number of school pupils | 90                                | Number of school pupils eligible for PP funding | 12      | Date for next internal review of this strategy | July 21 |

| 2. Attainment of PP children at end of last academic year 2019 – 20  |  |   |  |                                    |
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| <p><i>This data is based on 'best fit' Teacher Assessment used for transition to senior schools.</i></p> <p>(There were no end of key stage statutory tests in 2020 and therefore no statutory data)</p> | Year 6 (22 pupils)                           |   | Year 2   |                                    |
|  | Pupils eligible for PP at BRPS<br>(4 pupils) | Pupils not eligible for PP at BRPS<br>(18 pupils) | Pupils eligible for PP at BRPS   | Pupils not eligible for PP at BRPS |
| % achieving ARE in reading, writing and maths  | 25%  | 56%   | No data available as Year 2 children were not in school from March 2020. |                                    |
| % achieving ARE in reading   | 75%  | 78%   |  |                                    |
| % achieving ARE in writing   | 25%  | 61%   |  |                                    |
| % achieving ARE in maths   | 75%  | 72%   |  |                                    |

| 2a Attainment of PP children at end of academic year 2018 - 19 |                                     |                              |                                     |                              |
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|  | Key Stage Two (Yr6)                 |                              | Key Stage One (Yr2)                 |                              |
|  | 2 PP children so one child = 50%    |                              | 0 PP children                       |                              |
|  | Pupils eligible for PP (our school) | National data (all children) | Pupils eligible for PP (our school) | National data (all children) |
| % achieving ARE in reading, writing and maths                  | 0%                                  | 65%                          |                                     |                              |
| % achieving ARE in reading                                     | 0%                                  | 73%                          |                                     |                              |

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| % achieving ARE in writing  | 50%   | 78% |  |  |
| % achieving ARE in maths  | 50%   | 79% |  |  |
| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |   |     |  |  |
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>          |   |     |  |  |
| <b>A.</b>   | Effect of COVID 19: The coronavirus pandemic led to a large number of children to be out of school for several months during the spring and summer term 2020. Some pupils returned to school in June 2020 (40% of whole school – 36%(5) of (14)PP children). As a result of this, the school is concerned about the effect of the pandemic on the progress for all children relating to reading, writing and maths and in particular, those children eligible for PP funding. |     |  |  |
| <b>B.</b>   | Progress of pupils eligible for PP funding from EYFS to end of KS2: Data analysis has shown that not all children eligible for PP funding make progress in line with their peers.   |     |  |  |
| <b>C.</b>   | Pupils are not ready for their next stage of learning: Some pupils who are eligible for PP funding moving from Pre-school to Reception are not 'school ready' in terms of the prime areas of learning. Some pupils leaving EYFS have poor oral literacy skills. Pupils eligible for PP funding are less involved with the wider school community e.g. they take part in less after school activities, sporting activities or music lessons.                                   |     |  |  |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |   |     |  |  |
| <b>D.</b>   | Attendance of pupils eligible for PP funding: A number of pupils who are eligible for PP funding have poor attendance rates (below 90%) or often arrive at school late.   |     |  |  |
| <b>E.</b>   | Parents of pupils eligible for PP funding are not able to support their children's learning at home: During the period of partial school closure during the coronavirus pandemic, some parents felt they were ill equipped to support their child's home-learning.  |     |  |  |
| <b>4. Desired outcomes for pupils eligible for PP funding</b>   |   |     | <b>Success criteria</b>  |  |
| <b>A.</b>   | <b>Progress of pupils during the academic year, will in line with their peers. Pupils who are behind age related expectations will make accelerated progress.</b>   |     | During the academic year, pupils will make at least expected progress during the year in reading, writing and maths, in line with their peers.<br><br>Pupils who are judged to be behind the age-related expectations at the beginning of the academic year will make accelerated progress. The gap will begin to close. |  |

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| <p><b>B.</b></p> | <p><b>Progress of pupils from EYFS to KS1 to KS2 will be at least in line with progress of their peers.</b></p>  | <p>Pupils eligible for PP funding will make the required progress from EYFS to KS1 to KS2. This will be in line with national data.</p> <p>Pupils in reception, assessed via the EYFS profile, will achieve in line with their peers.</p> <p>Pupils in Year 1, taking the phonics screening check will achieve in line with their peers.</p> <p>Pupils in Year 2, assessed at the end of KS1 will achieve in line with their peers.</p>   |
| <p><b>C.</b></p> | <p><b>Pupils are ready for their next stage of learning</b></p> <p>Pupils moving from pre-school to reception class will be 'school ready'.</p> <p>Pupils leaving EYFS will have good oral literacy and early phonics skills.</p> <p>Pupils will take part in the wider school community, attending after school activities, sporting clubs etc.</p> <p>Pupils demonstrate positive learning behaviours, they will be able to emotionally self-regulate and engage with adults and peers positively.</p> | <p>Pupils entering reception class will be at age-related expectations in the prime areas of learning (C&amp;L, PSED and PD)</p> <p>The percentage of pupils leaving EYFS reaching the expected standard in phonics (via RWInc assessments) and reading (assessed via the EYFS profile) will be in line with their peers.</p> <p>Pupils will participate in after school activities, including sporting clubs and will attend residential trips (if permitted). Pupils be able to enjoy a wide range of enrichment activities at a reduced or no cost to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.</p> |
| <p><b>D.</b></p> | <p><b>Pupils attendance will be 90% or above.</b></p>  | <p>No pupils will have persistent absence. Attendance will be over 90% and in line with the rest of the school.</p> <p>Monitoring of attendance shows improvement for specific children. Support is given to families in response to individual needs.</p>  |

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| <b>E.</b> | <b>Parents will understand how they can better support their children at school.</b> | <p>There is increased attendance at parent consultations.</p> <p>There are increased opportunities for parents to learn how their children are taught e.g. maths, reading and English workshops, parent information sessions.</p> <p>When talking to parents, they are able to explain how they support their child's home-learning. They have a good understanding of are their next steps for learning.</p> |
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## 5. Planned expenditure of Pupil Premium Funding

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| <b>Academic year</b> | <b>2020 -2021</b> |
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### i. Quality of teaching for all – Linked to SDP

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this</b>   | <b>How will you ensure it is</b>  | <b>Staff lead</b>                             | <b>When will you review implementation?</b>   |
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| <p><b>A - Progress of pupils during the academic year, will in line with their peers. Pupils who are behind age related expectations will make accelerated progress.</b></p> <p><b>B - Progress of pupils from EYFS to KS1 to KS2 will be at least in line with progress of their peers.</b></p> | <p><u>Assessment / Planning</u><br/>Teacher assessments will be used to plan future learning for pupils. (see assessment schedule)<br/>Assessments in Phonics/spelling (RWInc), Reading, Writing, Maths, Key-skills and wellbeing will be completed. (Autumn 1 – Sept) for all pupils.<br/>A Staff meeting (Sept) will focus on how to use the results obtained to prioritise need and plan interventions.<br/><u>Quality First Teaching</u><br/>Ensure that teaching across the school is typically 'good'.<br/>Staff CPD will be linked to staff development needs and to support quality first teaching.<br/>Teaching and lesson planning will provide opportunities to develop pupils' skills as independent learners.<br/>Pupils will receive regular, clear and direct feedback (see feedback policy) to address and misconceptions and ensure they understand their next steps for learning.</p> | <p>By identifying pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and data developed among the staff team.</p> <p>EEF Guide to Pupil Premium Spending states "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending."</p> <p>Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress"</p> | <p>SLT discuss the progress of pupils with teachers during year group termly pupil progress meetings and during Performance Management Meetings.<br/>During learning walks, it can be observed that classrooms are tidy, well-resourced and enable pupils to access materials and equipment independently. During lessons, pupils work co-operatively and with independence. Behaviour for learning is typically good; pupils are engaged and focussed on their learning. Lessons are pacy, with no learning time lost. Timetables show efficient use of learning time.</p> | <p>SLT<br/>Class teachers<br/>PP Governor</p> | <p>RWInc assessments – every 6-8 weeks.<br/>Termly following teacher assessment points.<br/>Pupil progress meetings – half/termly.<br/>Learning walks / lesson observations - termly<br/>Interventions will be monitored before and after the intervention has taken place.</p> |

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|   | <p><u>High Expectations for all</u><br/>Whole school shared targets for teachers' Performance Management will be set, linked to the Teachers' Standards. -To set high expectations which inspire, motivate and challenge pupils.</p> <p><u>Intervention/ catch up</u><br/>Over-learning and short interventions will be used to help children catch up quickly during the unit of work.<br/>Interventions and 'catch up' programmes, will be planned using assessments e.g. 1<sup>st</sup> class at number and RWI tutoring. The effectiveness of these programmes will be monitored throughout the year as part of data collection points and pupil progress meetings.</p> <p><u>Monitoring</u><br/>Regular monitoring and analysis of progress of pupils (including the more able). Teachers to complete data analysis termly to look for gaps in either progress or attainment and to plan interventions to address these. Teachers to attend pupil progress meetings with SLT to discuss potential barriers to learning and to obtain support in overcoming these.<br/>PP lead keeps a detailed and up to date provision map of all the support offered to pupils in each class. Teachers complete this half termly and discussions are held between PP lead and teachers regarding impact of intervention. PP lead challenges teachers where progress is less than expected.</p> | <p>"discussions about pupils eligible for the Pupil Premium in performance management meetings"</p> <p>Use of focussed interventions such as 1st class@ number provides the opportunity to make rapid progress. EEF research identifies 1<sup>st</sup>Class @number as high impact for low cost. EEF toolkit identifies Phonics as moderate impact for low cost</p> <p>Ofsted guidance states that ensuring "that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils" was an effective strategy.</p> | <p>This information is also shared with subject leaders and governors.</p> <p>Case studies for individuals as we have small numbers of pupils.</p> <p>Discussion and reporting to/ with governors.</p> <p>Part of SDP plan which is reviewed regularly by SLT</p> |                                  |                    |
| <p><b>C - Pupils are ready for their next stage of learning</b></p> | <p><u>Pupils moving from pre-school to reception class will be 'school ready'.</u><br/>RWIn Phonics programme to be introduced in pre-school. Training will be provided for pre-school staff. Use of county documents outlining on entry expectations for reading, writing and maths to be used for pre-school planning. Key workers to spend some time in reception class to understand the expectations in reception class. Use of 'school readiness questionnaires' with parents and key workers.<br/>Use of WellCom toolkit will provide support for children with SAL difficulties.</p>  | <p>Staff training will ensure children receive high quality phonics teaching. Staff having a clear idea of children's next stage of learning will help them better plan for appropriate activities. EEF toolkit identifies Phonics as moderate impact for low cost<br/>School readiness questionnaires will help staff to understand independent learning skills that need to be developed before starting school.</p>   |   | <p>Key workers<br/>EYFS Lead</p> | <p>Half/termly</p> |

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|  | <p><u>Pupils leaving EYFS will have good oral literacy and early phonics skills.</u><br/>         Training for new staff RWInc phonics – Including for pre-school staff in the pre-school programme. Regular in-house CPD for all RWI trained staff to ensure high standard of staff subject knowledge<br/>         RWIn Phonics programme to be introduced in pre-school. New members of staff to receive RWInc training.<br/>         WellCom toolkit and training for staff will provide support for children with SAL difficulties.</p>  | <p>Staff training will ensure children receive high quality phonics teaching. RWInc subscription contains a wealth of resources to support delivery in classroom, staff CPD and online resources for children and parents/carers<br/>         Children’s early language is fundamental to learning, literacy, social and emotional development. EEF toolkit identifies Phonics as moderate impact for low cost</p>  |   | EYFS lead   | Half/termly   |
|  | <p><u>Pupils demonstrate positive learning behaviours, they will be able to emotionally self-regulate and engage with adults and peers positively.</u><br/>         Teachers will undertake assessments of pupil well-being (Leuven Scale) at the start of term and any additional support (ELSA, Early help) will be planned for children who need it.<br/>         ELSA to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable children to show positive learning behaviours.<br/>         ELSA training and supervision in order to run pastoral support for identified pupils.<br/>         Identified children to work with TA to participate in Outdoor Learning to improve behaviour and engagement with learning.</p> | <p>Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which affects their ability to self-regulate.<br/> <br/>         EEF Toolkit – Social and Emotional Learning +4 months additional progress<br/>         Current research suggests that Forest School/Outdoor Learning has numerous positive outcomes for all pupils.<br/>         EEF – Outdoor Adventure Learning+4 months additional progress</p> | <p>Pre and post intervention questionnaires are completed to assess impact and need for ongoing support.<br/> <br/>         Class teachers and TA to liaise to consider the impact of the intervention of the behaviour, motivation, self - esteem and confidence of the children participating in the outdoor group.</p> | <p>SENDCO<br/>         JP/KB<br/> <br/>         HT TA<br/>         Class teachers</p> | <p>Ongoing – children move in and out of intervention depending on the need. Record of cases to be kept and monitored.<br/> <br/>         Summer 2019</p> |

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|  | <p><u>Pupils will take part in the wider school community, attending after school activities, sporting clubs etc.</u></p> <p>All day trips and activities are subsidised.</p> <p>Wide range of after school clubs offered to all pupils. As appropriate, pupils will be encouraged to attend in order to promote their wellbeing, self-esteem, confidence, motivation and engagement with school.</p> <p>Music lessons will be funded to allow children to have the opportunity to learn a musical instrument.</p>   | <p>Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation.</p> <p>EEF – Sports Participation +2 months additional progress.</p> <p>EEF Toolkit – Arts Participation = +2 months additional progress</p>   | <p>Disadvantaged pupils will be actively encouraged to attend these trips.</p> <p>Class teachers keep records of children attending sports clubs. Attendance of PP children is monitored.</p> <p>Engagement will be monitored by specific music teachers and class teacher. Children will be asked their opinions (pupil voice) about their lessons.</p> | <p>HT<br/>Class teachers</p> | <p>Ongoing</p> |
| <p><b>E. Parents will understand how they can better support their children at school.</b></p> <p>Parents will be supported in their child's learning</p> <p>Early help strategies will be offered to families</p> | <p>Maths workshop planned to show parents the new methods and examples of children's work.</p> <p>Reading information presentations, focussing on emergent and advanced readers, will be recorded and sent to parents and uploaded to the school website.</p> <p>Parent welcome meeting for each class to ensure parents understand homework expectations for the year group.</p> <p>Parents will be helped to effectively support their children's reading at home, by providing opportunities for parents to take part in RWInc workshops, Books at Bedtime sessions (and to observe RWInc lessons and guided reading.</p> <p>Increased parent consultations throughout the year (3 times) to keep parents fully updated of their children progress. Non-attendees followed up.</p> <p>Information evenings for year 2 and 6 parents relating to SATS.</p> <p>Revision guides purchased for Reading, GPS and Maths.</p> <p>Homework club has been set up to support children who may be finding it difficult to complete homework at home for various reasons.</p> | <p>As children move further up the school, often parental engagement reduces as parents are often unsure of how best to support their child's learning. Methods change and with the increased expectations on children, it is sometimes difficult for parents to know what the best thing to do is.</p> <p>EEF Toolkit – Parental involvement +3 months additional progress.</p> <p>A homework club offers children the opportunity to receive support in school to complete their home learning which they may struggle to do at home. This takes the pressure off parents and also allows children to access help in terms of ICT, their peers or additional adults.</p> | <p>Attendance records to be kept for these events and evaluations completed.</p> <p>Parent surveys completed by governors at Parents' Evenings</p> <p>Registers are kept to show who attends.</p> <p>Class teacher will monitor completed homework</p>   | <p>SLT/Govs</p>              | <p>Termly</p>  |

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|   | Where appropriate, specific children will be encouraged by class teachers to attend.  | EEF Toolkit – homework +2 months additional progress  |  |                   |   |
| <b>D -Pupils attendance will be 90% or above.</b> | Admin Officer to monitor attendance of all pupils day to day.<br>Engage with FPZ to offer early help strategies if appropriate.<br>HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance. | It is evident that children with strong attendance are more likely to make good progress. Likewise, poor attendance generally leads to children not fulfilling their potential. | Pupil progress meetings to monitor whether or not attendance is a barrier to attainment.<br>Bespoke solutions will enable any individual pupil barriers to attendance to be addressed. | SLT               | Half termly   |
|   |   |   |  |                   | RWInc subscription £500<br>RWInc Training - £1000<br>ELSA training £600<br>Support for class trips £300<br>Support for after school activities /sporting clubs £400<br>Support for music lessons £450<br>Pupil Progress meetings (Supply cover) £1200<br>Overtime pay for TAs to attend CPD £500<br>Outdoor learning £1000<br>Additional resources for home-learning -£500<br>TA support including ELSA sessions- £6000 |
| <b>Total budgeted cost</b>                        |   |   |  |                   | <b>£12000</b>   |
| <b>ii. Targeted support</b>                       |   |   |  |                   |   |
| <b>Desired outcome</b>                            | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this</b>  | <b>How will you ensure it is</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b>   |

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| <p><b>A - Progress of pupils during the academic year, will in line with their peers. Pupils who are behind age related expectations will make accelerated progress.</b></p> <p><b>B - Progress of pupils from EYFS to KS1 to KS2 will be at least in line with progress of their peers.</b></p> | <p>Focussed maths intervention based on needs analysis. Resources from 1<sup>st</sup> Class@ Number and Success @ Arithmetic to be used as needed.</p>   | <p>Mathematical fluency is one of the key aims in the National Curriculum. It is very difficult for children to progress without a secure understanding of these basic facts.</p> <p>EEF toolkit – +4 months additional progress for Small Group Tuition</p>   | <p>Disadvantaged pupils who are working below ARE will be identified for this intervention. Progress will be measured using pre and post assessments and then analysed for impact.</p>   | <p>SLT<br/>Class teachers<br/>LB</p>  | <p>After each cycle of intervention</p>                                  |
|  | <p>Booster classes provided for Year 6 pupils in preparation for SATs.</p>   | <p>Ofsted states school have “allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects”</p>   | <p>Children make accelerated progress and achieve the expected standard in the Year 6 SATs</p>   | <p>SLT /Year 6<br/>Class teachers</p> | <p>Summer 2021</p>   |
|  | <p>Regular 1:1 reading with pupils in Years 1 to 6 who are working below the expected standard. Focus linked to reading assessment analysis.</p> <p>Reading buddies will be used to boost confidence of children. Children will be buddied by a more able child.</p>   | <p>Children who find reading a challenge often need more bespoke support outside a guided reading group.</p> <p>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention and +5 months for Reading Comprehension Strategies,</p>   | <p>Class teachers and SLT to monitor the impact</p>  | <p>SLT<br/>Class teachers</p>         | <p>Termly – teacher assessment data. Ongoing assessment through Afl.</p> |
| <p><b>D -Pupils attendance will be 90% or above.</b></p>   | <p>Attendance of children eligible for PP funding will be monitored closely and barriers to attendance addressed effectively.<br/>Admin Officer to monitor attendance of all pupils day to day.<br/>Engage with FPZ to offer early help strategies if appropriate.<br/>HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance.<br/>Offering free breakfast club sessions to give identified pupils, eligible for PP funding a positive start to the day that enables them to transition effectively into school.<br/>Uniform offered for all disadvantaged pupils - in Autumn term and in Spring/Summer – total £60</p> | <p>It is evident that children with strong attendance are more likely to make good progress. Likewise, poor attendance generally leads to children not fulfilling their potential.</p> <p>Although there is no specific evidence that having a school uniform has a positive impact on attendance, we feel that it is important that all children should feel part of the school and wearing the correct uniform is therefore important.</p> | <p>Pupil progress meetings to monitor whether or not attendance is a barrier to attainment.<br/>Bespoke solutions will enable any individual pupil barriers to attendance to be addressed.<br/>Pupil voice will reflect a positive view of school and Breakfast club.<br/>Records of attendance.</p> <p>Records are kept showing who has used the uniform vouchers</p> | <p>SLT</p>                            | <p>Half termly.</p>  |

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|                            | Targeted Interventions/ boosters/1:1 reading -£4000<br>Dorset Reading Partners - £250<br>Breakfast Club - £700<br>Pupil premium milk - £280<br>School uniform £720 |
| <b>Total budgeted cost</b> | £6000  |

| 6. Review of expenditure   |   |  |   |      |
|--|---|--|---|------|
| Previous Academic Year   |   | 2019-2020  |   |      |
| i. Quality of teaching for all   |   |  |   |      |
| Desired outcome  | Chosen action/approach  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned<br>(and whether you will continue with this approach) | Cost |
| Progress of disadvantaged pupils from EYFS to the end of KS2 will be at least in line with the progress of non-disadvantaged pupils. | Regular monitoring and analysis of progress of disadvantaged pupils (including the more able). Teachers to complete data analysis termly to look for gaps in either progress or attainment and to plan interventions to address these. Teachers to attend pupil progress meetings with SLT to discuss potential barriers to learning and to obtain support in overcoming these. | <p style="color: red;">Due to the coronavirus pandemic, all national statutory assessments were cancelled for the academic year 2019-2020.</p> <p>On return to school in September 2020, children were assessed in R, W and M.<br/> <u>Progress from last assessment point (Jan 2020) to October 2020.</u><br/>           1 child in Year 1 (identified as working below expected standard) maintained expected progress, however, interventions have been planned to close the gaps in learning.<br/>           2 children in Year 2 – maintained expected progress in RW and M. 1 of these children was new to the school in Sept 2109 and was quickly identified at working below the expected standard – interventions have been planned<br/>           3 children in Year 3 – maintained expected progress in R and M.<br/>           There are no children in receipt of PP funding in Year 4.<br/>           1 child in Year 5 – maintained expected progress in R, W and M.<br/>           2 children in Year 6 – maintained expected progress in R and W. 1 child identified as not maintaining progress in M – booster sessions have been organised.</p> <p>Pupil progress meetings took place in October 2020. The small number of children in receipt of Pupil premium funding means that data is not statistically significant. Children in receipt of Pupil Premium funding are treated as individuals as are all children</p> |   |      |

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|  | <p>PP lead keeps a detailed and up to date provision map of all the support offered to disadvantaged pupils in each class. Teachers complete this half termly and discussions are held between PP lead and teachers regarding impact of intervention. PP lead challenges teachers where progress is less than expected.</p> | <p>in the school. Discussions during these meetings and analysis of assessments, identified children who had not maintained progress and those who had significant gaps in knowledge. Interventions and catch up funding have been planned to address the gaps.</p> <p>All children had a 1:1 consultation with their class teacher during which they completed an assessment of their key skills, using the schools key skills document. Areas for development were identified and prioritised as a focus for personal progress time in school. The key skills document was shared with parents during parents evening appointments and in the child's reading diary.</p> |  |
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**ii. Targeted support**

| <b>Desired outcome</b> | <b>Chosen action/approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br><br>(and whether you will continue with this approach) | <b>Cost</b> |
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| <p>A - Progress of disadvantaged pupils from EYFS to KS2 – maths</p>  | <p>Booster classes provided for Year 6 pupils in preparation for SATs. GPS, reading, ARE maths and greater depth maths and reading groups.</p>   | <p>Due to the coronavirus pandemic, all national statutory assessments were cancelled for the academic year 2019-2020.</p>  | <p>£1000</p> |
| <p>C. More able children will be suitably challenged and motivated and will achieve their full potential. Progress of more able pupils will be accelerated. Higher number of disadvantaged pupils will achieve greater depth in KS2 SATs.</p> | <p>Regular 1:1 reading with pupils in Years 1 to 6 who are working below the expected standard. Focus linked to reading assessment analysis. 1:1 daily reading intervention in all years. Children who don't read regularly at home have a reading session every day with a TA. Focus is decoding, analysing the text and building up reading comprehension. Children who were previously ARE at KS1 but not yet exceeding ARE have been targeted.</p> | <p>During the Autumn and Spring term (2019-2020) children who were identified as working below the expected standard for reading through on-going reading assessments and termly standardised assessments, were selected for additional reading practise. Daily reading interventions included the use of Dorset Reading Partners (DRP), parent readers and reading buddies from within the school. Class TAs read with selected children on a daily basis, supported guided reading sessions and worked with groups on comprehension skills as part of intervention sessions. 75% (3 of 4) of pupils, eligible for PP funding, in Year 6 achieved EXS during 2020 teacher assessments for Reading.</p> | <p>£1000</p> |
|   |  |   | <p>£500</p>  |
|   |  |   | <p>£500</p>  |

| <p><b>i. Other approaches</b></p> |                                      |   |                               |                    |
|-----------------------------------|--------------------------------------|---|-------------------------------|--------------------|
| <p><b>Desired outcome</b></p>     | <p><b>Chosen action/approach</b></p> | <p><b>Estimated impact: Did you meet the success criteria? Include impact</b></p> | <p><b>Lessons learned</b></p> | <p><b>Cost</b></p> |
|                                   |                                      |   |                               |                    |

|  |  | on pupils not eligible for PP, if appropriate.  | (and whether you will continue with this approach) |       |
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| D. Parents will understand how they can better support their children at school.   | <p>Maths and English workshops planned to show parents the new methods and examples of children's work.</p> <p>Increased parent consultations throughout the year (3 times) to keep parents fully updated of their children progress.</p> <p>Non-attendees followed up.</p> <p>Information evenings for year 6 parents relating to SATS. Revision guides purchased for Reading, GPS and Maths.</p> | <p><b>Due to the coronavirus pandemic, all national statutory assessments were cancelled for the academic year 2019-2020.</b></p> <p>Reading and maths workshops took place during the Autumn Term of 2020. Parents had the opportunity to visit Read Write Inc lessons during the early part of the spring Term 2020.</p> <p>Parental consultation evenings took place during the autumn and Spring Terms. Children's end of year reports were completed in Summer Term 2020.</p> <p>During the period of lockdown, all children in receipt of PP funding received a weekly food box in addition to packed lunches. Packed lunches were delivered to children's homes daily and food boxes were delivered weekly. This was undertaken by a member of school staff or the governing body and provided an opportunity to check on the family's wellbeing. Weekly phone calls to each family were undertaken by the headteacher. When school reopened in June 2020, 6 of our most vulnerable children in receipt of PP funding attended school.</p> |  | £500  |
| Improvement in learning behaviours where children will be able to emotionally self-regulate and engage with adults and peers positively. | <p>ELSA to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable children to show positive learning behaviours.</p> <p>Children to work with TL at KS1 to participate in Outdoor Learning to improve behaviour and engagement with learning.</p>  | <p><b>Due to the coronavirus pandemic, all national statutory assessments were cancelled for the academic year 2019-2020.</b></p> <p>During the Autumn and Spring terms (2019-2020), two trained ELSAs were available for children. Each ELSA had a full timetable of ELSA sessions. During the period of lockdown, ELSAs made phone calls to children at home and caught up with children, if they returned to school in June.</p> <p>On return to school in September 2020, all children were observed and assessed during the first few weeks of term. using the Leuven scales of wellbeing and engagement. In discussion with the class teachers, ELSA sessions were arranged based on need.</p>  |  | £2000 |