

Pupil premium strategy statement – Bere Regis Primary and Pre-school 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Data
School name	Bere Regis Primary and Pre-school
Number of pupils in school	111 pupils
Proportion (%) of pupil premium eligible pupils	18% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachael Brown
Pupil premium lead	Rachael Brown
Governor / Trustee lead	Mark Rainsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,140

Part A: Pupil premium strategy plan

Statement of Intent

Our Vision Statement:

We at Bere Regis Primary and Pre-School work in partnership with parents to put children at the heart of learning.

We believe that every child is entitled to enjoy their childhood in a safe, secure and stimulating environment.

*Children are valued and celebrated for their uniqueness, culture and heritage and are nurtured
to achieve and develop their full potential.*

The focus of our Pupil Premium strategy is to raise the attainment of all disadvantaged pupils irrespective of whether they are in receipt of Pupil Premium funding. As our vision statement states, we aim to put all our children at the heart of learning and enable them to achieve and develop their full potential. We aim to work closely with parents and carers to enable them to best support their children with their learning.

This strategy for Pupil Premium spending is written in conjunction with our School Development Plan (SDP); the main focus of which is to ensure quality first teaching for all pupils. High quality first teaching will be carefully planned, based on pupils prior knowledge, sequenced and delivered through a rich and exciting curriculum. Ensuring high quality CPD for staff, including time for them to follow their own lines of enquiry and develop their own expertise, will enable us to provide the best possible learning opportunities for all our pupils and will be the key to successful pupil outcomes.

Secondly, ensuring that reading is 'recognised by the whole school community as the key to knowledge' is vitally important to our SDP and Pupil Premium strategy. We aim for pupils leaving Bere Regis Primary and Pre-school to be able to read fluently and to have developed a love for reading; there is a 'sharp focus on developing both the skills for and the enjoyment of reading'. This will enable pupils to access learning in wider curriculum subjects and will introduce them to rich vocabulary which they can use in their own writing.

As part of this strategy, we also aim to ensure that there is additional support and opportunities to 'catch up' quickly, for pupils who need it, through high quality intervention programmes, including pastoral and attendance support and Early Help.

Underpinning this work, we always aim for all our pupils to be active participants in our school community and feel a sense of belonging. We aim for all pupils to access wider school enhancement activities, including afterschool clubs, sporting fixtures and residential trips and take an active role in pupil leadership opportunities such as school council.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. As well as looking at pupil data, this strategy is based on conversations with parents and a parent questionnaire (Sept 21).

Challenge number	Detail of challenge
1	<u>Varied expertise of staff across the school:</u> There are new members of staff to the school this academic year. Ensuring that all staff are supported to deliver high quality teaching and school-wide systems consistently, while managing staff workload, will be a priority.
2	<u>Academic Attainment (English):</u> Partial school closures, due to the pandemic has had a negative impact on the attainment of pupils, particularly in reading and writing. <ul style="list-style-type: none"> • The acquisition of early phonics and reading skills has been hindered in the Reception and Key Stage one. • Through our parent survey, some parents have reported that they have a need for more access to high quality books and stories. • Reading for pleasure in the older year groups continues to need to be a focus.
3	<u>Early Communication and Language skills:</u> We are concerned about the effect of the pandemic on the progress of our children relating to communication and language skills. 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. There are larger than usual number of pupils with C&L needs entering Reception class. Some pupils leaving EYFS have poor oral literacy skills.
4	<u>Pupil Wellbeing and Behaviour for learning:</u> A number of our children are struggling with emotional regulation, stamina, resilience and independence skills for learning.
5	<u>Parents are not always able to support their children's learning at home:</u> Due to the restrictions in place last year, it has been more difficult to engage with parents on a day to day basis and help them support their children at home. This is particularly true of new children to the school, who had a more restricted transition.
6	<u>Attendance of pupils:</u> A small number of pupils have poor attendance rates (below 90%) or often arrive at school late or after the 'transition time'
7	<u>Pupils are not able to fully access the wider life of the school:</u> Parents would like their children to access enrichment activities such as after school activities, music lessons and residential trips. However, limited finances can affect access to these.

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>Disadvantaged pupils, are able to achieve in line with their peers, particularly in reading and writing.</p> <p>Pupils who are behind age related expectations will make accelerated progress and will begin to catch up with their peers.</p>	<p>Teaching is of consistently high quality – this will be monitored through work scrutiny, observations, pupil voice.</p> <p>Whole school monitoring systems will focus on disadvantaged pupils. Any gaps in learning are identified quickly and are acted upon; these are tackled in class and, where necessary, through targeted interventions.</p> <p>Interventions demonstrate accelerated progress – this will be measured through initial and end point assessments.</p> <p>Pupils will make at least expected progress during the year in reading, writing and maths, in line with their peers:</p> <ul style="list-style-type: none"> • 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. • 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. • Pupils in Year 1, taking the phonics screening check will achieve in line with their peers. • Pupils in Year 2, assessed at the end of KS1 will achieve in line with their peers. • Pupils in Year 6, taking the KS2 statutory assessments will achieve in line with their peers.
<p>Good early communication and language skills are secured for all pupils. Vocabulary development is a focus for all pupils (linked to SDP)</p>	<p>Pupils entering Reception class will be at age-related expectations in the prime areas of learning, in particular in Communication and Language. Any additional support from specialist professionals for identified children will have been requested.</p> <p>Pupils selected for the NELi programme will have made good progress from their initial starting points.</p> <p>Children in KS2 are able to use a range of subject specific (e.g. maths vocab or related to the wider curriculum topics studied) and tier 2 vocabulary.</p>
<p>All pupils can read with some fluency by the end of Year One. They develop a love of reading that is continued through to Key Stage Two.</p>	<p>Clearly sequenced RWInc phonics programme is in place and taught consistently throughout the school by all staff involved.</p>

	<p>Leaders monitor the progress of all pupils closely. Pupils who are not keeping up with their peers are identified quickly and receive targeted intervention.</p> <p>All pupils pass the phonics screening check unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time, as a result of well taught interventions.</p> <p>Pupils in Key Stage Two read at least 4 times a week and are able to talk about their favourite authors / genres.</p>
<p>Pupils demonstrate positive learning behaviours, they will be able to emotionally self-regulate and engage with adults and peers positively.</p>	<p>The wider curriculum and pastoral support system provide a sustained approach to improving mental health and wellbeing for pupils (and their families).</p> <p>Daily mindfulness sessions are consistently used across the school. Self –regulation techniques are taught to children; when talking to pupils, they are able to explain ways in which they are able to self-regulate and how this helps their learning.</p> <p>ELSA register is monitored, reviewed and updated by senior leaders.</p> <p>Early Help interventions enable children to access specialist support and allows them to focus on their learning. When talking to parents, they are able to explain the impact this has had on their family.</p> <p>Pupils are proud to be part of the wider school community and actively seek leadership roles.</p>
<p>Parents will understand how they can better support their children at school.</p>	<p>There is increased attendance at parent consultations and parent workshops.</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> <p>Parents feel the school has helped them to best support their child (parent survey)</p>
<p>All pupils’ attendance will be 90% or above.</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>
<p>Pupils will take part in the wider school community, attending after school activities, sporting clubs etc.</p>	<p>Pupils will participate in after school activities, including sporting clubs and will attend residential trips (if permitted).</p> <p>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>

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.

Green – embedded activity (part of normal school practice)

Amber – begun but not yet fully developed

Red – new activity for this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment / Planning</p> <p>Teacher assessments will be used to plan future learning for pupils. (see assessment / monitoring schedule)</p> <p>Assessments in Phonics/spelling (RWInc), Reading, Writing, Maths, Key-skills and wellbeing will be completed. (Autumn 1 – Sept) for all pupils and again at the end of each term.</p> <p>Staff training (in Autumn) will focus on how to use the results obtained to prioritise need and plan in class and targeted interventions. Pupil Progress meetings will be used to plan and monitor the impact of these interventions and to plan for next steps.</p> <p>Additional time will be provided for pupil conferencing with a particular focus on the key skills document and writing targets. The key skills document will be a shared document with parents (via reading diary).</p> <p>MAT monitoring systems to be developed by HT team and implemented consistently.</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 useful data will be developed among the staff team.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Quality First Teaching for All: Ensuring that all pupils have access to quality first teaching</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,</p>	<p>1,2,3,4</p>

<p>Staff CPD will be linked to staff development needs and to support quality first teaching. These have been identified at Pupil Progress Meetings and Performance management meetings, where teachers have made use of pupil data and their knowledge of the needs of their class.</p> <p>Support and CPD will be used to ensure that all staff are supported to deliver high quality teaching and school-wide systems consistently, while managing staff workload. Prompt and praise books, for all staff, help to support this process through regular feedback and support opportunities.</p> <p>Performance Management systems focus on 'Lines of Enquiry' which enables staff to explore / research ways they can best support the group of children they have at that time. Additional release time will be given for staff to read and research.</p> <p>Less experienced staff will be supported by SLT through the ECF. They will receive additional release time, mentoring and training.</p> <p>Release time will be provided to subject leaders to monitor their subjects and to provide support for colleagues.</p>	<p>is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</p> <p>John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an ‘unerring focus on the quality of teaching’</p> <p>https://www.headteacherupdate.com/best-practice-article/a-10-step-pupil-premium-plan/170456/</p>	
<p>Read Write Inc</p> <p>Purchase of online training package for staff CPD:</p> <p>This will ensure all staff (Teachers, TAs and EYFS Keyworkers) teaching RWInc groups have all had access to high quality training; they been trained by RWInc trainers and are able to access training throughout the year.</p> <p>RWInc will be embedded into pre-school practice.</p> <p>A development day, included in the package will support the RWInc leader to plan for future training needs of staff and plan for the purchase of new materials.</p> <p>Purchasing of additional resources to support the RWInc scheme; some resources will be used to support parental understanding.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,5</p>

<p>Staff confidence and practice will be monitored by the RWInc leader, throughout the year. Staff will have the opportunity to observe good practice throughout the school. Release time will be given for this.</p>		
<p>Additional TA support</p> <p>Increased TA support for all classes, to provide opportunities for responsive catch up /overlearning in classes as well as opportunities to support 1:1 reading. This is completed in response to AfL and is part of the continued professional discussion between class teacher and TA.</p> <p>Additional TA support will also be used to provide precision teaching each morning (for high frequency words) to a small group of identified pupils.</p>	<p>If TA support is targeted to the needs of pupils, it can be impactful.</p> <p>The EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions highlights that:</p> <p>‘High quality communication between teaching assistants and classroom teachers is likely to support good implementation of teaching assistant interventions’</p> <p>‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact’</p>	<p>2</p>
<p>Enhancement of our Maths teaching and curriculum</p> <p>We will provide release time for all our teachers to attend CPD provided by the Jurassic Hub (Rec and KS1 – Mastering Number Programme and KS2 – Maths Mastery) and to allow embedding of the key elements into daily practice.</p> <p>Member of staff to be trained in 1st Class@ Number and Success @ Arithmetic (trained member of staff has now left the school)</p>	<p>‘Professional development should be used to raise the quality of practitioner’ knowledge of mathematics, of children’s mathematical development and of effective mathematical pedagogy.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1, 2</p>

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for children who have SALT programmes</p> <p>Children will receive support from a trained TA each week, working on their individual targets and programmes. The TA will liaise with the SALT team, class teacher, SENDCo and parents to ensure a cohesive approach.</p>	<p>‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3, 5</p>

<p><u>Use of Wellcom and NELI to support the acquisition of early communication and language skills in EYFS</u></p> <p>These programmes will be used to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Use of WellCom toolkit will provide support for children with early communication and language skills in pre-school.</p> <p>NELI programme will be run daily for an identified group of children in Reception from the start of the Spring Term.</p> <p>NELI programme will be completed for a group of identified children in Year 1, who began the programme in Summer 21</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>https://www.nuffieldfoundation.org/project/nuffield-earlylanguage-intervention At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in Eng at age 11.</p>	3,5
<p><u>Additional phonics sessions targeted at disadvantaged pupils who require further support.</u></p> <p>Pupils will receive additional 'catch up/keep up' RWInc sessions to ensure they are able to keep up with their peers. Staff will be provided with time to liaise directly with parents, helping them to better support their children at home.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</p>	2,5
<p><u>Additional reading support (focus on comprehension and fluency)</u></p> <p>Regular additional 1:1 reading will be provided for pupils in Years 1 to 6 who are working below the expected standard. Focus linked to reading assessment analysis. Dorset Reading Partners and parent volunteers will also be used.</p> <p>Reading buddies will be used to boost confidence of children. Children will be buddied by a more-able child. (Covid reliant)</p> <p>Booster classes provided for Year 6 pupils in preparation for SATs.</p>	<p>Children who find reading a challenge often need more bespoke support outside a guided reading group.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Peer mentoring can have two months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2
<p><u>Additional Maths support</u></p> <p>Focussed maths intervention will be provided based on needs analysis from teacher assessments. Resources from 1st Class@ Number and Success @ Arithmetic to be used as needed. Progress will be measured using pre and post assessments and then analysed for impact.</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. Small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2

<p>Booster classes provided for Year 6 pupils in preparation for SATs.</p>		
<p>Parental engagement and support</p> <p>Parent welcome meeting for each class (Sept) will take place to ensure parents understand homework expectations for the class/year group.</p> <p>Maths workshop, based on use of manipulatives (Autumn Term) will be used to show parents methods for calculation and examples of children's work. This will be repeated in the Spring Term, recorded and added to the school website.</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>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>Improved Topic maps (knowledge organisers) will be shared with parents in advance of each half term and will include key vocabulary and dual coding to support learning at home. These will be implemented across all year groups, including pre-school.</p> <p>Parent consultations will be increased throughout the year (3 times) to keep parents fully updated of their children progress. Non-attendees followed up. Regular phone calls home (e.g. for use of reading diaries and key skills reviews) will be used to keep parents informed and supported to help their children at home.</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 will be used to support children who may be finding it difficult to complete homework at home. Where appropriate, specific children will be encouraged by class teachers to attend.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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>5</p>

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

Budgeted cost: £ 3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Wellbeing and Self-regulation (including ELSA and Early Help support)</u></p> <p>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.</p> <p>A whole school approach to well-being will be focused on building resilience, self-regulation and behaviour for learning (linked to SDP). Daily mindfulness sessions, self-regulation tools and a yoga trail will be introduced into daily practice.</p> <p>Staff will model the language of 'growth mindset' and key vocabulary will be shared across the school.</p> <p>ELSA to be made available to pupils who need it, so that we can able to support pupils with self-regulation strategies and enable them to learn and demonstrate positive learning behaviours. SLT and ELSA team will liaise to create ELSA timetable.</p> <p>Continued ELSA training and supervision will be provided for relevant staff (JP/KB) in order to run pastoral support for identified pupils.</p> <p>DSL and DDSL to work with family link worker to provide Early Help interventions as needed, based on individual family needs.</p> <p>Staff will work closely with parents and wider family to ensure they understand how best to support their child/ren.</p> <p>Bereavement training will be provided for SLT, TA and pre-school staff to support specific families.</p>	<p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>EEF Toolkit – Metacognition and self-regulation +7 months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning'</p> <p>EEF Toolkit – Social and Emotional Learning +4 months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,4,5</p>
<p><u>Additional access to rich reading materials</u></p> <p>Disadvantaged pupils will be provided with a monthly book subscription which will be targeted to age and interests. One pupil will receive an amazon voucher each month as they have sensory needs and prefers reading via a kindle. Staff and parents will support reading choices.</p>	<p>'Pupils should read both narrative (for example, fictional stories and poetry) and informational texts (such as, news articles and speeches). Introducing children to a range of texts and reading experiences can support the development of pupils' reading comprehension by extending both their knowledge (for example facts, vocabulary, print concepts) and their skills (for example inferencing, phonemic awareness)' EEF Guidance Report Improving KS1 literacy</p>	<p>1,2,5</p>

<p>Class teachers will create a 'virtual bookshelf' linked to the wider curriculum topic they are studying each term. Training and additional release time will be given to staff to complete this.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</p>	
<p>Supporting Attendance</p> <p>Attendance and time keeping of disadvantaged pupils will be monitored closely and barriers to attendance addressed, through regular discussions with parents.</p> <p>DDSL will monitor attendance of all pupils, day to day and will liaise with locality inclusion team (and DASP attendance panel).</p> <p>DSL and DDSL will engage the Early Help team, including the school family link worker to offer support strategies as appropriate.</p> <p>HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance.</p> <p>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.</p> <p>Uniform offered for all disadvantaged pupils</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>6</p>
<p>Enabling pupils to be active participants in the wider school community</p> <p>Day trips and residential visits will be subsidised in order for disadvantaged pupils to be able to take part.</p> <p>A wide range of after school clubs will be offered to all pupils and will be free for disadvantaged pupils. As appropriate, targeted 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. SLT will promote increased music participation (e.g. music lessons) through DASP music.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>EEF Toolkit – Arts Participation = +3 months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>7</p>

Total budgeted cost: £ 20,200

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes

1. Desired outcomes for pupils eligible for PP funding		Success criteria
A.	<p>Progress of pupils during the academic year, will in line with their peers. Pupils who are behind age related expectations will make accelerated progress.</p> <p>Please see individual data attached</p>	<p>During the academic year, pupils will make at least expected progress during the year in reading, writing and maths, in line with their peers.</p> <p>All pupils (except one in writing alone) eligible for PP funding, made at least expected progress during the year in reading, writing and maths.</p> <p>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.</p> <p>A number of children made accelerated progress in one or more area (Maths, Reading, Maths and Writing, Reading, Maths)</p>
B.	<p>Progress of pupils from EYFS to KS1 to KS2 will be at least in line with progress of their peers.</p> <p>Please see individual data attached</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>There is no national data available. Statutory assessments were cancelled for the academic year 2020-2021.</p> <p>Pupils in reception, assessed via the EYFS profile, will achieve in line with their peers.</p> <p>The two children in EYFS made expected progress, however they did not make accelerated progress to enable them to achieve ELG.</p> <p>Pupils in Year 1, taking the phonics screening check will achieve in line with their peers.</p>

		<p>The phonic screening check was cancelled for the academic year 2020-2021. Pupils will be assessed in November 21. The year one child made expected progress in reading but did not make accelerated progress to allow them to achieve EXS by the end of the year.</p> <p>Pupils in Year 2, assessed at the end of KS1 will achieve in line with their peers.</p> <p>KS1 Statutory assessments were cancelled for the academic year 2020-2021. Teacher assessments show that one of the year two children made expected progress in all areas. One of the children made expected progress in Maths and reading but did not make expected progress in writing. Teacher assessments were based on the results of assessments based on past KS1 SATs papers, on-going assessment and in-house moderation of writing.</p> <p>Pupils in Year 6, taking the KS2 statutory assessments will achieve in line with their peers.</p> <p>KS2 statutory assessments were cancelled for the academic year 2020-2021. Teacher assessments for this group of pupils show that they all made at least expected progress. One pupil made better than expected progress in reading. One pupil made better than expected progress in Maths. Teacher assessments were based on the results of assessments based on past KS2 SATs papers, ongoing assessment and in-house moderation of writing.</p>
<p>C.</p>	<p>Pupils are ready for their next stage of learning</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&L, PSED and PD)</p> <p>One of the four children, eligible for EYPP funding, entering reception class reached the age-related expectations in the prime areas of learning. However, the cohort of children entering reception class are all below age-related expectations due to missed learning during the pandemic. Many families chose not to send their children to pre-school, despite it being fully open.</p> <p>One of the children eligible for PP funding did not attend pre-school during the period of school closure, due to parental choice.</p> <p>One of the children has complex social communication needs and pre-school has supported their learning and transition into school. They now have an EHCP and is being supported in school by a 1:1 support assistant.</p>

	<p>Please see individual data attached</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>The two children leaving EYFS did not reach the expected standard in reading (assessed via EYFS profile). In phonics, both children made accelerated progress after the period of re-opening, moving from black group to purple. The whole reception cohort for 2020-2021 was below usual national statistics (70%) at 63%. Children were affected by the school closure; not all eligible children attended.</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>There was a good uptake of after school activities. Two clubs were run each day, including sporting activities and teacher led clubs. 9 of the 12 children eligible for PP funding, attended an after-school activity. All fees for activities were subsidised by school.</p>
<p>D.</p>	<p>Pupils attendance will be 90% or above.</p>	<p>No pupils will have persistent absence. Attendance will be over 90% and in line with the rest of the school.</p> <p>10 of the 12 pupils eligible for PP funding had attendance, throughout the year of 90% or higher. Attendance of these children was excellent; most were over 95% and some had 100%. The other two children, had 90% or higher for one of the terms school was open.</p> <p>Monitoring of attendance shows improvement for specific children. Support is given to families in response to individual needs.</p> <p>The attendance of one child was closely monitored in the autumn term as was below 90%. SLT worked with the family and Early Help to support school attendance. (see individual record) Enhanced transition arrangements were put into place for this child to allow a smoother transition to secondary school.</p>
<p>E.</p>	<p>Parents will understand how they can better support their children at school.</p>	<p>There is increased attendance at parent consultations.</p> <p>Parents of all children eligible for PP funding attended all parent consultation meetings. These were held on line or via telephone call. Those children with SEND needs, were also invited to review meetings, which took place online.</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>Due to restrictions, parent information sessions for class expectations, Read Write Inc support and reading were held online. These were recorded and sent to parents via email and added to our school website.</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> <p>During school closure, staff members made telephone calls (twice a week) to support children and their parents with home learning. These were increased for those who were not engaging with home learning and some children were asked to attend school. They were given support with planning work. Teaching staff made videos, to give an overview of the work set for the week as well as teaching videos for lessons.</p>
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2. Planned expenditure of Pupil Premium Funding

Academic year	2020 -2021
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i. Quality of teaching for all – Linked to SDP

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Review of implementation?
<p>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.</p> <p>B - Progress of pupils from EYFS to KS1 to</p>	<p><u>Assessment / Planning</u> Teacher assessments will be used to plan future learning for pupils. (see assessment schedule) Assessments in Phonics/spelling (RWInc), Reading, Writing, Maths, Key-skills and wellbeing will be completed. (Autumn 1 – Sept) for all pupils. A Staff meeting (Sept) will focus on how to use the results obtained to prioritise need and plan interventions. <u>Quality First Teaching</u></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</p>	<p>SLT discuss the progress of pupils with teachers during year group termly pupil progress meetings and during Performance Management Meetings. During learning walks, it can be observed that classrooms are tidy, well-resourced and enable pupils to access materials</p>	<p>SLT Class teachers PP Governor</p>	<p>RWInc assessments – every 6-8 weeks. Termly following teacher assessment points. Pupil progress meetings – half/termly. Learning walks / lesson observations - termly Interventions will be monitored before and after the intervention has taken place.</p>

<p>KS2 will be at least in line with progress of their peers.</p>	<p>Ensure that teaching across the school is typically 'good'. Staff CPD will be linked to staff development needs and to support quality first teaching. Teaching and lesson planning will provide opportunities to develop pupils' skills as independent learners. Pupils will receive regular, clear and direct feedback (see feedback policy) to address and misconceptions and ensure they understand their next steps for learning. <u>High Expectations for all</u> 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. <u>Intervention/ catch up</u> Over-learning and short interventions will be used to help children catch up quickly during the unit of work. Interventions and 'catch up' programmes, will be planned using assessments e.g. 1st 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. <u>Monitoring</u> 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</p>	<p>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." 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" "discussions about pupils eligible for the Pupil Premium in performance management meetings" Use of focussed interventions such as 1st class@ number provides the opportunity to make rapid progress. EEF research identifies 1stClass @number as high impact for low cost. EEF toolkit identifies Phonics as moderate impact for low cost Ofsted guidance states that ensuring "that a designated senior leader had a clear overview of how the funding was</p>	<p>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. This information is also shared with subject leaders and governors. Case studies for individuals as we have small numbers of pupils. Discussion and reporting to/ with governors. Part of SDP plan which is reviewed regularly by SLT</p>	<p>In RWInc, children were assessed every 6-8 weeks between Sept and Dec and then from March to July. They were re-grouped based on need – targeted staffing was used to ensure the most progress was made. Pupil progress meetings took place in Autumn term, March and June. Data and discussion were used to plan targeted interventions, including the use of catch up funding. A review of catch up funding took place in Summer term 21. Learning walks, during the Autumn and spring terms, showed that teachers had high expectations of pupils, including those eligible for PP funding. During a visit from ECL, most pupils were able to talk about how they were helped to improve through the feedback they received and the support given. (see ECL report) Good progress was made in Autumn term with overlearning and short interventions, particularly in KS2.</p>
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	<p>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> <p>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>being allocated and the difference it was making to the outcomes for pupils” was an effective strategy.</p>			<p>Interventions were run, remotely for some targeted pupils during the period of school closure.</p> <p>On return to school, after initial assessment, a detailed map of interventions for the summer term was planned. At the end of the summer term, subject leads and governors completed a ‘catch up review’.</p>
<p>C - Pupils are ready for their next stage of learning</p>	<p><u>Pupils moving from pre-school to reception class will be ‘school ready’.</u></p> <p>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.</p> <p>Key workers to spend some time in reception class to understand the expectations in reception class.</p> <p>Use of ‘school readiness questionnaires’ with parents and key workers.</p> <p>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.</p> <p>EEF toolkit identifies Phonics as moderate impact for low cost .</p> <p>School readiness questionnaires will help staff to understand independent learning skills that need to be developed before starting school.</p>		<p>Key workers EYFS Lead</p>	<p>Half/termly</p> <p>In-house training by HT was completed in Autumn term and staff began to introduce RWInc. programme to pre-school pupils. Resources were purchased and were used in pre-school - further training is needed here.</p> <p>During partial opening, many pre-school children chose not to attend, through parental choice.</p> <p>Due to bubbles in Spring and summer terms, pre-school staff were unable to visit reception classes.</p> <p>On full return to pre-school, school readiness questionnaires</p>

					were used and staff planned to support gaps in learning. In-house training for WellCom was completed. Assessments were begun. However, staff shortages meant the program was not fully developed. From the initial assessments, SALT referrals were made for identified children.
	<p><u>Pupils leaving EYFS will have good oral literacy and early phonics skills.</u> 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 RWIn Phonics programme to be</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</p>		EYFS lead	<p>Half/termly See above</p>
	<p><u>Pupils demonstrate positive learning behaviours, they will be able to emotionally self-regulate and engage with adults and peers positively.</u> 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. ELSA to be made available to address issues as soon as they occur. Support with self-regulation strategies to enable</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. EEF Toolkit – Social and Emotional Learning +4 months additional progress Current research suggests that</p>	<p>Pre and post intervention questionnaires are completed to assess impact and need for ongoing support. Class teachers and TA to liaise to consider the impact of the intervention of the behaviour, motivation, self - esteem and confidence of the</p>	<p>SENDCO JP/KB HT TA Class teachers</p>	<p>Ongoing – children move in and out of intervention depending on the need. Record of cases to be kept and monitored. Summer 2021 ELSA sessions were completed during Autumn and Summer terms. Children were prioritised due to severity as there was a high demand on return to school</p>

	<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. 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. 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. Class teachers keep records of children attending sports clubs. Attendance of PP children is monitored. 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 Class teachers</p>	<p>Ongoing</p> <p>Due to restrictions, very little was available in the way of school trips and visits or wider sporting activities.</p> <p>In the summer term, three children in year six were supported to attend a sailing day and two children were supported to attend the dinosaur museum.</p> <p>Two pupils were subsidised to attend music lessons. Subsidised funding was available for PP children in Summer term with in in-school visits.</p> <p>One child was supported to attend a community cricket coaching course.</p>
<p>E. Parents will understand how they can better support their children at school. Parents will be supported in their child’s learning 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,</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>Attendance records to be kept for these events and evaluations completed.</p> <p>Parent surveys completed by governors at Parents’ Evenings</p>	<p>SLT/Govs</p>	<p>Termly</p> <p>Reading information sessions were recorded and put on to school website.</p> <p>Read Write Inc session took place on-line, was recorded and link placed on school website.</p> <p>Books at bedtime session was held online – staff recorded videos of them reading high quality stories and information</p>

	<p>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>Where appropriate, specific children will be encouraged by class teachers to attend.</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>EEF Toolkit – homework +2 months additional progress</p>	<p>Registers are kept to show who attends.</p> <p>Class teacher will monitor completed homework</p>		<p>was sent to parents. All EYFS children received a free book.</p> <p>More work needs to be done next academic year to ensure parental engagement. Online sessions made them accessible to all, however this often meant that they were not always attended at the time. Parents were therefore unable to ask questions.</p> <p>Homework club was set up and was well attended. 6 of 12 PP children attended the sessions.</p>
<p>D -Pupils attendance will be 90% or above.</p>	<p>Admin Officer to monitor attendance of all pupils day to day.</p> <p>Engage with FPZ to offer early help strategies if appropriate.</p> <p>HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance.</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>Pupil progress meetings to monitor whether or not attendance is a barrier to attainment.</p> <p>Bespoke solutions will enable any individual pupil barriers to attendance to be addressed.</p>	<p>SLT</p>	<p>Half termly</p> <p>Attendance was monitored half termly – HT liaised with locality team (inclusion and early help) and transition school to support pupil of concern. Attendance raised from 88% to 91% - child was asked to attend school during period of school closure.</p>

					<p>RWInc subscription £500 purchased and used for in house training</p> <p>RWInc Training - £1000 – no training available – in house training and support were used. Monitoring (ECL visit May 21) showed that high quality phonics sessions were being taught daily</p> <p>ELSA training £600 – both ELSAs attended ELSA training</p> <p>Support for class trips / in school visitors (£400) £50 spent</p> <p>Support for after school activities /sporting clubs (£450) £200 spent</p> <p>Support for music lessons £450 (£270 spent)</p> <p>Pupil Progress meetings (Supply cover) £1200 Pupil progress meetings took place in Autumn term, March and June.</p> <p>Overtime pay for TAs to attend CPD £500 – TAs took part in CPD in house – training took place for new English policy and learning partners begun. They were also invited to attend Autism awareness training in Summer term.</p> <p>Outdoor learning £1000</p> <p>Outdoor learning sessions continued throughout the year</p>
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					<p>Additional resources for home-learning (£500) We provided practical resources for home learning e.g. bug pots, packs of Numicon to children. All PP children were offered iPads and or laptops. Some laptops were donated to school – money was spent for new screens or updating before they were given to pupils.</p> <p>TA support including ELSA sessions- £6000</p> <p>TA support was used throughout the year for the benefit of all children, including those entitled to PP funding. During the period of school closure, TAs were responsible for keeping in regular contact with pupils, particularly focused on PP children, supporting learning an</p>
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Total budgeted cost £12000 (£10210 spent)

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
A - Progress of pupils during the academic year, will in line with their peers. Pupils who are behind age	Focussed maths intervention based on needs analysis. Resources from 1 st Class@ Number and Success @ Arithmetic to be used as needed.	Mathematical fluency is one of the key aims in the National Curriculum. It is very difficult for children to progress without a	Disadvantaged pupils who are working below ARE will be identified for this intervention. Progress will be measured using pre	SLT Class teachers LB	After each cycle of intervention In Autumn Term, trained member of staff, ran this intervention with Year 1 pupils.

<p>related expectations will make accelerated progress.</p> <p>B - Progress of pupils from EYFS to KS1 to KS2 will be at least in line with progress of their peers.</p>		<p>secure understanding of these basic facts.</p> <p>EEF toolkit – +4 months additional progress for Small Group Tuition</p>	<p>and post assessments and then analysed for impact.</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>EEF toolkit – +4 months additional progress for Small Group Tuition</p>	<p>Children make accelerated progress and achieve the expected standard in the Year 6 SATs</p>	<p>SLT /Year 6 Class teachers</p>	<p>Summer 2021</p> <p>SATs booster sessions were unable to run. Statutory assessments were cancelled or the academic year 2020-2021</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 Class teachers</p>	<p>Termly – teacher assessment data.</p> <p>Ongoing assessment through Afl.</p> <p>Regular 1:1 reading took place for targeted pupils in Autumn and Summer terms. In Spring term, additional support materials were provided to children of concern. Progress was regularly monitored and priority reading lists were reviewed.</p>

<p>D -Pupils attendance will be 90% or above.</p>	<p>Attendance of children eligible for PP funding will be monitored closely and barriers to attendance addressed effectively. Admin Officer to monitor attendance of all pupils day to day. Engage with FPZ to offer early help strategies if appropriate. HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance. 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. Uniform offered for all disadvantaged pupils - in Autumn term and in Spring/Summer – total £60 per year.</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. Bespoke solutions will enable any individual pupil barriers to attendance to be addressed. Pupil voice will reflect a positive view of school and Breakfast club. Records of attendance. Records are kept showing who has used the uniform vouchers</p>	<p>SLT</p>	<p>Half termly. Attendance was monitored half termly – HT liaised with locality team (inclusion and early help) and transition school to support pupil of concern. Attendance raised from 88% to 91% - child was asked to attend school during period of school closure. Breakfast club was used to support some PP children. Children eligible for PP funding were supported by the provision of weekly hampers of food for the family in addition to the school packed lunches. Uniform was provided for all children</p>
					<p>Targeted Interventions/ boosters/1:1 reading -£4000 Targeted interventions/1;1 reading etc took place during the autumn and Summer Term. Dorset Reading Partners - £250 Dorset reading partners were used in the autumn and spring terms</p> <p>Breakfast Club - £700 (breakfast club continued to run during</p>

	<p>period of school closure for attending pupils)</p> <p>Pupil premium milk - £280</p> <p>School uniform £720 school uniform was provided for all pupils eligible for PP funding</p>
Total budgeted cost	£6000