

Pupil premium strategy statement – Bere Regis Primary and Pre-school 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 202 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	118 pupils
Proportion (%) of pupil premium eligible pupils	23% (27 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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachael Brown
Pupil premium lead	Laura Dann
Governor / Trustee lead	Lucy Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4129
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	£45,729

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 Improvement Plan (SIP); 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 SIP and Pupil Premium strategy. We aim for pupils leaving Bere Regis Primary and Pre-school to be able to read and write fluently. Writing has been identified as an area for improvement across the school, and we aim to increase attainment in line with other subjects; 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.

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> <ul style="list-style-type: none"> • Writing has been identified as a priority to improve. Our end of the 2022-3 attainment data shows a weakness in writing at the end of both KS1 and KS2. • Phonics knowledge acquisition has been hindered by the lack of self-regulation by the children in Reception and Key Stage one, spreading into gaps in knowledge in KS2. • Reading for pleasure in the older year groups continues to be a focus.
3	<u>Early Communication and Language skills:</u> We are still concerned about the lasting 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. This has continued with gaps in learning being seen when children have moved from Reception to Year 1. There are larger than usual number of pupils with C&L needs entering Reception class, Y1 and Y2. 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> Lack of access to devices, space and resources is hampering parent's ability to support their children at home. Children are not reading enough at home to practise the skills taught in school. This is hampering their progress, particularly with the fluency of reading. Children are learning new sounds but are unable to apply them due to lack of practise at home.
6	<u>Attendance of pupils:</u> A number of pupil premium children are having significant attendance issues. The attendance rate of pupil premium children is lower than non-pupil premium in all but one year group.
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 writing.</p> <p>Phonics remains a focus as pupil premium children performed worse than their peers in the 2023 phonics screening check. We aim to see improved pass rates in 2024, including the Y2 resits.</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 of phonics, reading and writing is of a 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 SIP).</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). They will be able to access subject specific texts to support their wider curriculum learning.</p>

	<p>The development of vocabulary in all areas, not just subject specific, will improve. For children with particular difficulties, assessment such as the YARK will be used to highlight areas of weakness and to identify next steps.</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. Leaders monitor the progress of all pupils closely. Pupils who are not keeping up with their peers are identified quickly and receive targeted intervention. 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>A reading spine will be developed across the school to ensure that all children are exposed to a diverse range of genres and authors throughout their time at school.</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). 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. ELSA register is monitored, reviewed and updated by senior leaders. 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. 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. Attendance will be tracked and non-attenders to parent consultations will be followed up with. There are increased opportunities for parents to learn how their children are taught e.g. maths, reading and writing workshops, parent information sessions. Books at Bedtime reading sessions will be continued for Early Years and KS1 and will include a variety of authors and genres. The session will be combined with a parental information talk on how to support children with reading at home. 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. 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. 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. 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: £ 39,111.00

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>MAT monitoring systems 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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback (accessed 22.11.23)</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>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>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>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>1,2,3,4</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>Appraisal 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>https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/ (accessed 22.11.23)</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 are able to access training throughout the year.</p> <p>RWInc will be embedded into pre-school practice.</p> <p>One face-to-face development day has taken place and supported the RWInc leader to plan for future training needs of staff and plan for the purchase of new materials. A development day will be held in Spring 1 2024 to enable all staff to have coaching on implementing the scheme.</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 (accessed 22.11.23)</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>The Write Stuff</p> <p>Purchase of the online training package and resources for all staff. Training sessions to be held in school during twilights and on inset days. This will ensure all staff (Teachers and TAs) teaching The Write Stuff have all had access to high quality training; they are able to access training throughout the year. The purchase of materials such as display posters and sentence writing strips will ensure that the structure can be implemented with fidelity.</p> <p>Staff confidence and practice will be monitored by the English 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>Building on the use of a systematic phonics programme, we are implementing The Write Stuff as a structure to teach writing from EYFS to Y6. The EEF literacy guidance reports for both KS1 and KS2 state the importance of ‘developing pupils’ transcription and sentence construction skills through extensive practice’ which this approach has at its core.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 (accessed 22.11.23)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 (accessed 22.11.23)</p> <p>The Write Stuff is an evidence-based approach, as explained in the following document:</p> <p>https://www.dropbox.com/s/yoyd0d80w537i85/TWS%20Evidence%20Final.pdf?dl=0 (accessed 22.11.23)</p>	
<p>Additional TA support</p> <p>TA support available 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 for communication and language needs.</p> <p>There is one TA each afternoon in KS1 specifically carrying out RWI interventions.</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 (accessed 22.11.23) 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>	2

<p><u>CPD for staff to deliver targeted Maths interventions</u></p> <p>We will provide release time for teachers and TA's to attend CPD on 1st Class @ Number. This training will be used to carry out targeted intervention groups for children in KS1.</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 (accessed 22.11.23)</p>	<p>1, 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Targeted support for children who have SALT programmes</u></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>The TA received Elklan training (2021-22) and has completed 'I Can' training in 2022-23. This is being used to help children with their language skills.</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 (accessed 19.12.22)</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 extended to include Y1 children who did not participate in the programme previously.</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 (accessed 22.11.23)</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/impact/nuffield-early-language-intervention (accessed 22.11.23)</p>	<p>3,5</p>

	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><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.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction (accessed 22.11.23)</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.</p> <p>Dorset Reading Partners and parent volunteers will also be used for Y1-4. It is being extended to Y5 and 6 this year.</p> <p>Reading buddies will be used to boost confidence of children. Children will be buddied by a more-able child.</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 (accessed 22.11.23)</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 (accessed 22.11.23)</p>	2
<p><u>Additional Maths support</u></p> <p>Focussed maths intervention will be provided based on needs analysis from teacher assessments within KS1. Resources from 1st Class@ Number will be used. Progress will be measured using pre and post assessments and then analysed for impact.</p> <p>Booster classes provided for Year 6 pupils in preparation for SATs.</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 (accessed 22.11.23)</p>	2
<p><u>Individualised approach</u></p> <p>Staff will be given time to talk to the children about their aspirations and goals. Parents meetings will be held to share their children's successes and how best to help them both in school and with their wider aspirations. Resources may be provided if applicable or extra-curricular activities will be sought.</p> <p>Pupil progress meetings will include a specific focus on the attainment and progress of pupil premium children to ensure all</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment. The EEF states that some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. We aim to equip the children with the knowledge and skills to match their aspirations.</p>	

<p>staff are prioritising them when designing interventions for their class.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction (accessed 22.11.23)</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>Writing workshop, will be used to show parents how we teach writing and how to support at home. This will be repeated in the Spring Term.</p> <p>Reading information presentations, focussing on emergent and advanced readers, will be combined with Books at Bedtime evenings for EYFS, KS1 and KS2.</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 held 3 times per year to keep parents fully updated of their children progress. Non-attendees followed up.</p> <p>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 for Y6.</p> <p>Homework club will be used to support children who may be finding it difficult to complete homework at home. Where</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 (accessed 22.11.23)</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>

appropriate, specific children will be encouraged by class teachers to attend.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,866

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. 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. Staff will work closely with parents and wider family to ensure they understand how best to support their child/ren.</p> <p>A TA will undertake EAL training this academic year to support EAL children within the school.</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 (accessed 22.11.23)</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 (accessed 22.11.23)</p>	<p>2,4,5</p>

<p>All staff will undertake a STEPS refresher training in the academic year 2022-23, building on the training in the previous academic year.</p>		
<p>Additional access to rich reading materials</p> <p>Disadvantaged pupils will be provided with a monthly book subscription which will be targeted to age and interests. 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: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1671446494 (accessed 22.11.23)</p>	<p>1,2,5</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.</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>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042449 (accessed 22.11.23)</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.</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 (accessed 22.11.23)</p>	<p>7</p>

<p>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.</p> <p>SLT will promote increased music participation (e.g. music lessons) through DASP music.</p>	<p>EEF Toolkit – Arts Participation = +3 months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation (accessed 22.11.23)</p>	
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Total budgeted cost: £45,732

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

Teaching:

Assessment / Planning

Effective use was made of teacher assessments enabling teachers to plan for their classes. Through scrutiny of these assessments, effective planning and implementation, interventions were able to take place. Pupil progress meetings were held regularly and staff were held accountable for the progress of the children in their class. Progress meetings were used to identify issues arising and enable support to be swiftly put in place for children when required.

Quality First Teaching for All

Individualised staff appraisals ensured that CPD was relevant and appropriate, focused on the individual need in the class. All staff undertook CPD from Hywell Roberts regarding curriculum planning as well as whole school Read Write Inc training. All teachers attended a staff meeting led by a representative from SCARF. Staff meeting time was utilised for in-school training for history, science, art and reading. Prompt and praise books were used throughout the year to provide feedback to staff. The Headteacher was the mentor and induction lead for an ECT in the school. The ECT had a very successful year and received additional release time. All subject leads were given time to monitor their subjects and support colleagues as needed.

Read Write Inc

The online training package for Read Write Inc was purchased again and enabled all staff had individualised learning, building their skills and effectiveness when teaching phonics. A development day was held where an action plan was produced to further develop the skills of staff to best support all children in the school. An in-person training day was held, and preschool staff attended. This enabled the teaching of RWI to begin in preschool. 58% of children passed the Y1 phonics screening, with 71% passing the Y2 re-sit. 64% of children achieved EXP+ in the end of KS1 assessments for reading and 72% achieved EXP+ in the end of KS2 assessments for reading.

Additional TA Support

TA support has been available in most classes during morning sessions and opportunities during afternoon sessions were utilised for interventions, overlearning, 1:1 reading and precision teaching. Disadvantaged children were prioritised for these sessions.

Enhancement of our Maths teaching and curriculum

The maths lead attended Jurassic maths hub sessions that took place this academic year and disseminated information to other staff. Unfortunately, a staff member was not trained in 1st Class at Number due to a lack of training availability.

Targeted Academic Support:

Targeted support for children who have SALT programmes

Children who had SALT programmes were supported by trained staff over the year, resulting in improvements being seen in their confidence, attainment and social skills. A TA undertook further Elklan training which was then implemented in speech and language sessions over this year.

Use of Wellcom and NELI to support the acquisition of early communication and language skill in EYFS

Unfortunately, due to staffing issues, NELI was unable to be run this academic year. Wellcom was utilised effectively in preschool throughout the year.

Additional phonics sessions targeted at disadvantage pupils who require further support

Additional phonics sessions took place and proved beneficial for the attitude, self-esteem and progress of the children involved. 58% of children passed the Y1 phonics screening, with 71% passing the Y2 re-sit.

Additional reading support

Disadvantaged children were prioritised for 1:1 reading and were heard more regularly than other children. They were also prioritised when parent reading volunteers visited and were prioritised for the Dorset Reading Partners. As a result, children were seen to have a more positive attitude towards reading. In the end of KS2 results, 72% (13 children) achieved EXP+ in reading. 50% of PP children (1 child) achieved EXS+ in reading.

Additional Maths support

Maths interventions and boosters were held regularly, with disadvantaged children prioritised. Resources were used during these sessions as needed. Booster sessions were carried out for Y6 children in the spring term in preparation for SATs. 56% of children (10 children) in Y6 achieved EXP+ in maths. During the summer term, after analysis of the KS1 maths papers, a school-based tutor carried out sessions with children in Y2 and Y3 to ensure that they had secure place value and number sense skills in place before the new academic year. Disadvantaged children were prioritised for this.

Parental engagement and support

Parent welcome meetings were held for each class. A maths information evening and a phonics information evening were held to explain our approaches to parents. One Books at Bedtime event took place and feedback from parents was positive. A SATs meeting was held for both KS1 (Y2) and KS2 (Y6) parents regarding the content and timetabling of the tests. Information about how to best support their children was shared. Topic maps were written and shared with all parents at the start of a new topic by all classes (including the pre-school) to increase parental engagement with the school and learning taking place. Topic maps included key vocabulary and dual coding to increase accessibility. Three parents' evenings were held during the year with high parental engagement with these. Regular phone calls home were utilised by staff to keep parents informed of both positives and negatives to ensure that parents were kept informed of all achievements and incidents. Disadvantaged children were prioritised for places at the KS1 and KS2 homework clubs and these clubs were well attended.

Wider Strategies:

Wellbeing and Self-regulation (including ELSA and Early Help support)

Wellbeing was a focus throughout the year with emotional check-in pegs being continued and utilised throughout the school. Growth mindset terminology has begun to be embedded throughout the school, with the Growth Mindset lead appointing Growth Mindset Ambassadors in every year group to encourage other children in the classroom. All staff completed STEPS training over the course of the academic year. ELSA sessions have taken place regularly with identified pupils providing them with emotional support.

Additional access to rich reading materials

Monthly book subscriptions were purchased for all disadvantaged children through the company The Teatime Book Shop. Parents and children have been very supportive of this, reporting an increased engagement with reading and learning. Virtual bookshelves were created for each class per term and provided all pupils with access to high quality audio texts, videos and eBooks. Parents and children responded positively to this, increasing engagement surrounding the topics being studied in class.

Supporting Attendance

Attendance of disadvantaged pupils was closely monitored. For pupils with frequent absences, multiple phone calls to and meetings with parents were held to discuss barriers and how best to support the families. Guidance surrounding testing and isolation were key factors in lower attendance rates for disadvantaged pupils. Free breakfast club places were offered to selected disadvantaged children depending on individual need. This created a positive start for the school day and has resulted in improvements in attitude and attendance. All disadvantaged children were given free uniform: a PE top, a fleece and a jumper or cardigan.

Enabling pupils to be active participants in the wider school community

School trips were subsidised on an individual basis (on average, a discount of 33% was applied). All disadvantaged children were offered free places at after school clubs and were prioritised when allocating places. They were also offered subsidised or funded instrumental lessons, with one child taking up this offer.

Externally provided programmes

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

Programme	Provider
Read Write Inc	Ruth Miskin
NELI	Nuffield Foundation
WellComm	GL Assessment
ELSA	Hampshire County Council
Elklan	Elklan Training Ltd.