

# Pupil premium strategy statement – Bere Regis Primary and Pre-school 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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  | 121 pupils                        |
| Proportion (%) of pupil premium eligible pupils   | 21% (25 pupils)                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                         |
| Date this statement was published   | December 2022                     |
| Date on which it will be reviewed   | July 2023                         |
| Statement authorised by   | Rachael Brown                     |
| Pupil premium lead  | Laura Dann                        |
| Governor / Trustee lead   | Mark Rainsley                     |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £27,700 |
| Recovery premium funding allocation this academic year  | £2900   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £30,600 |

## 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                | <p><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.</p>  |
| 2                | <p><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.</p> <ul style="list-style-type: none"> <li>• The acquisition of early phonics and reading skills has been hindered in Reception and Key Stage one, spreading into gaps in knowledge in KS2.</li> <li>• Through our parent survey, some parents have reported that they have a need for more access to high quality books and stories.</li> <li>• Reading for pleasure in the older year groups continues to be a focus.</li> </ul> |
| 3                | <p><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. 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&amp;L needs entering Reception class and in Year 1. Some pupils leaving EYFS have poor oral literacy skills.</p>      |
| 4                | <p><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.</p>   |
| 5                | <p><u>Parents are not always able to support their children's learning at home:</u> Due to the restrictions in place during 2019-2021, it has recently been more difficult to engage with parents on a day-to-day basis and help them support their children at home. There needs to be a focus on re-engagement.</p>  |
| 6                | <p><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'</p>  |
| 7                | <p><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.</p>  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| <p>Disadvantaged pupils, are able to achieve in line with their peers, particularly in writing.<br/>Reading has improved but is still a focus.</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"> <li>• 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.</li> <li>• 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.</li> <li>• Pupils in Year 1, taking the phonics screening check will achieve in line with their peers.</li> <li>• Pupils in Year 2, assessed at the end of KS1 will achieve in line with their peers.</li> <li>• Pupils in Year 6, taking the KS2 statutory assessments will achieve in line with their peers.</li> </ul> |
| <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).</p> <p>The development of vocabulary in all areas, not just subject specific, will improve. Gaps will be identified through a vocabulary assessment (e.g. YARC Assessments or the BPVS).</p>  |

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| <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.<br/> Leaders monitor the progress of all pupils closely. Pupils who are not keeping up with their peers are identified quickly and receive targeted intervention.<br/> 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).<br/> 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.<br/> ELSA register is monitored, reviewed and updated by senior leaders.<br/> 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.<br/> 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.<br/> There are increased opportunities for parents to learn how their children are taught e.g. maths, reading and English workshops, parent information sessions.<br/> Books at Bedtime reading sessions will be extended to KS2 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.<br/> 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.<br/> 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>   |

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|   | Monitoring of attendance shows improvement for specific children. Support is given to families in response to individual needs.  |
| Pupils will take part in the wider school community, attending after school activities, sporting clubs etc. | <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: £ 14,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Assessment / Planning</b></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 <b>pupil conferencing</b> 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 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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a> (accessed 19.12.22)</p> | <p>1,2,3,4</p>                |
| <p><b>Quality First Teaching for All: Ensuring that all pupils have access to quality first teaching</b></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>                |

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| <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>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>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><a href="https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/">https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/</a> (accessed 19.12.22)</p> |              |
| <p><b>Read Write Inc</b></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>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 further face-to-face day is planned (Jan 22) with pyramid secondary schools invited as they</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> (accessed 19.12.22)</p>   | <p>1,2,5</p> |



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| <p>can be trained to support any children transitioning to them that still require phonics interventions.</p> <p>Purchasing of additional resources to support the RWInc scheme; some resources will be used to support parental understanding.</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><b>Additional TA support</b></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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> (accessed 19.12.22) 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><b>Enhancement of our Maths teaching and curriculum</b></p> <p>We will provide release time for 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 1<sup>st</sup> 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> (accessed 19.12.22)</p>  | 1, 2 |

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

Budgeted cost: £ 9,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><b><u>Targeted support for children who have SALT programmes</u></b></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 Ekklan training (2021-22) and is undertaking '1 Can' training this academic year.</p>  | <p>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact'<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a><br/>         (accessed 19.12.22)</p>  | <p>3, 5</p> |
| <p><b><u>Use of Wellcom and NELI to support the acquisition of early communication and language skills in EYFS</u></b></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 in 2021-22.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> (accessed 19.12.22)</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.<br/> <a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a> (accessed 19.12.22)</p> <p>At 5, a child who has a problem with S&amp;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> | <p>3,5</p>  |
| <p><b><u>Additional phonics sessions targeted at disadvantaged pupils who require further support.</u></b></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:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> (accessed 19.12.22)</p>  | <p>2,5</p>  |
| <p><b><u>Additional reading support (focus on comprehension and fluency)</u></b></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. Volunteers will be sought to support Y5 and 6.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> (accessed 19.12.22)</p> <p>Peer mentoring can have two months additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> (accessed 19.12.22)</p>   | <p>2</p>    |

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| <p>Booster classes provided for Year 6 pupils in preparation for SATs.</p>   |  |          |
| <p><b>Additional Maths support</b><br/> Focussed maths intervention will be provided based on needs analysis from teacher assessments. Resources from 1<sup>st</sup> 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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> (accessed 19.12.22)</p> | <p>2</p> |
| <p><b>Parental engagement and support</b><br/> Parent welcome meeting for each class (Sept) will take place to ensure parents understand homework expectations for the class/year group.<br/> 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.</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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> (accessed 19.12.22)</p>   | <p>5</p> |

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| <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.</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>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> |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,100

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b><u>Wellbeing and Self-regulation (including ELSA and Early Help support)</u></b></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>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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> (accessed 19.12.22)</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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (accessed 19.12.22)</p> | <p>2,4,5</p>                  |

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|--|---|-------|
| <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>Bereavement training will be provided for SLT and pre-school staff to support specific families. A TA was trained in the year 2021-22.</p> <p>A TA will undertake EAL training this academic year to support EAL children within the school.</p> <p>All staff are undertaking STEPS training in the academic year 2022-23. One session was held in September 2022, with two more due to be held this year.</p> |   |       |
| <p><b><u>Additional access to rich reading materials</u></b></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>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>'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:<br/> <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1671446494">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1671446494</a> (accessed 19.12.22)</p> | 1,2,5 |
| <p><b><u>Supporting Attendance</u></b></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>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><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042449">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042449</a> (accessed 19.12.22)</p>   | 6     |

|   |   |          |
|---|---|----------|
| <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>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><b><u>Enabling pupils to be active participants in the wider school community</u></b></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.</p> <p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> (accessed 19.12.22)</p> <p>EEF Toolkit – Arts Participation = +3 months additional progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> (accessed 19.12.22)</p> | <p>7</p> |

**Total budgeted cost: £ 30,600**

## Part B: Review of outcomes in the previous academic year 2021-2022

### 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. Pupil conferencing occurred yet it was not consistent throughout the year due to unforeseen staffing issues. However, when conferencing did take place, it was highly effective and enabled gaps in learning to be filled, pre-teaching to take place and for greater relationships to be built between staff and pupils. Conferencing will be one of the focuses for the coming academic year. A MAT monitoring schedule has been created for 2022-23 with specific reference to PP monitoring.

##### **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 Amjad Ali and Mary Myatt as well as whole school Read Write Inc training. Staff undertook PSHE training, delivered by the Headteacher. Staff undertook autism training via webinars: Introduction to Autism and Supporting Autism in the classroom. These CPD opportunities enabled staff to develop their skills in order to best support all children in the school. 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. An NQT+1 in the school was also given additional release time to focus on their appraisal research and CPD. All subject leads were given time to monitor their subjects and support colleagues as needed. Additional release time was provided for SLT to undertake monitoring of core subjects, learning walks and to provide support where needed.

##### **Read Write Inc**

The online training package for Read Write Inc was purchased and enabled all staff had individualised learning, building their skills and effectiveness when teaching phonics. During staff meetings, regular slots were used for the practise of key RWI skills, to identify areas for improvement and to support members of staff with their practise. 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. 71% of children passed the Y1 phonics screening, with 33% passing the Y2 re-sit. 66% of children achieved EXP+ in the end of KS1 assessments and 80% achieved EXP+ in the end of KS2 assessments.

##### **Additional TA Support**

TA support has been available in all 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**

An UKS2 teacher attended all Jurassic maths hub sessions that took place this academic year and disseminated information to all other staff. Teachers in KS1 and EYFS attended a course on Mastering Number. Unfortunately, a staff member was not trained in 1<sup>st</sup> 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. However, sessions did not happen consistently due to unforeseen staffing issues. When sessions did take place, progress was evident.

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

The NELI programme was utilised for children in Year 1 and proved to be very successful. A PP child improved by 6 marks and 14 percentile points over the course of the year, with the cohort averaging an improvement of 17 marks. The NELI programme was also run with children in Reception and showed that 10 children improved their percentile score after the final assessments in July 2022. After the final assessments, one child was identified with 'clear concerns' whilst 11 children were classed as 'no concern, 3 as 'above average' and two as 'much above average'. The programme allowed rapid gains to be seen in some children. For example, one child moved from being in the 12<sup>th</sup> percentile (lowest 12% of children) to the 73<sup>rd</sup> percentile (highest 27%). Another moved from the 11<sup>th</sup> (lowest 11% of children) to the top 23% of children for their age group in the 77<sup>th</sup> percentile. These rapid gains in language development across the year through the NELI intervention allowed these children to better access the school curriculum and make accelerated progress in all areas. Wellcom was effectively used in the Preschool and, through analysis of the results, enabled the practitioners to identify children who were in need of additional speech and language intervention.

### **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. In the end of Y1 phonics check, 71% of children (15 children) passed, with 33% of year 2 retakes (1 child) passing the re-take in Y2.

### **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, 80% (8 children) achieved EXP+ in reading. Furthermore, in the KS2 SATS 100% of PP children (1 child) achieved EXP+ in all areas. In KS1, 100% of PP children (1 pupil) passed the phonics test at the end of Y2 and Y1 children made accelerated progress throughout the academic year with their phonics.

### **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. 60% of 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. Further parents' events were held focusing on reading and Read Write Inc. One Books at Bedtime event took place and feedback from parents was positive. 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)**

An assessment of children's wellbeing was undertaken using the Leuven scale which resulted in vulnerable children being swiftly identified and prioritised for ELSA and Early Help.

Wellbeing was a focus throughout the year with emotional check-in pegs being introduced and utilised throughout the school. Growth mindset terminology has begun to be embedded throughout the school, with a Growth Mindset lead being appointed to monitor and develop this. The Headteacher and a TA attended STEPS training run by Dorset County Council. The training will be disseminated to all staff during and INSET day and a twilight session this year. Bereavement training was undertaken by a TA, resulting in the school now having three bereavement trained personnel in school. ELSA sessions have taken place regularly with identified pupils providing them with emotional support. A yoga trail was set up



in the preschool and has shown to be effective in enabling children to better manage and understand their emotions. This will be further developed during this academic year and will be spread to the primary site.

**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. 26% of Pupil Premium children (5 children) had an attendance rate above 95%. 63% of PP children (12 children) had an attendance rate between 90 and 95%. 11% of PP children (2 children) had an attendance rate of less than 90%. However, these children with very low attendance did see attendance improve during the summer term. 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. 11 children took up this offer. All disadvantaged pupils were offered free musical instrument lessons in school but only one pupil took 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.     |