

Pupil premium strategy statement – Bere Regis Primary and Pre-school 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	131 pupils
Proportion (%) of pupil premium eligible pupils	22.1% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachael Brown
Pupil premium lead	Andrew Pickavance
Governor / Trustee lead	Lucy Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,004
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ TBC
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	£41,004

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 education through a well-developed curriculum and improving the school's provision for pupils with SEND who make up 52% of the Pupil Premium Register (66% when including children on the SEND monitor list).

We will continue to deliver high quality-first teaching which is: carefully planned, based on pupils' prior knowledge, sequenced and delivered through a rich and exciting curriculum. Effective formative and summative assessment will be used to inform feedback to the pupils which is both child friendly and informative of next steps to support children's development whilst promoting high expectations for spelling, punctuation and presentation. Continued development of reading and writing through 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 identify key information for pupils to learn on their educational journey through Bere Regis. We aim for pupils leaving Bere Regis Primary and Pre-school to read and write fluently with the necessary tools to transition successfully into the next stage of their education.

Secondly, ensuring all pupils are receiving the best provision for their needs will allow disadvantaged children to make the same, and where possible accelerated, progress as their peers. Providing quality CPD for staff and improving processes for SEND will support children with SEND so that their needs are met. 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 teaching staff to the school this academic year. Ensuring that all staff are supported to deliver high quality teaching in all subjects and implement 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 2023-4 attainment data shows a weakness in writing at the end of both KS1 and KS2. • Phonics knowledge acquisition has been hindered for some pupils by lack of self-regulation during Reception and Key Stage one, spreading into gaps in knowledge in KS2. End of year assessment showed Reading at the end of Year 2 was below average. There have been challenges supporting phonics and reading at home through parent sessions and use/access to materials. • Reading for pleasure in the older year groups continues to be a focus. Lack of fluency for some children in KS2 continues to be a hinderance to their comprehension.
3	<u>Communication and Interaction needs:</u> There has been an increase in Communication and Interaction SEN over the last year. This has linked with whole school CPD in autism awareness by the Autism Education Trust. The needs of these pupils are affecting learning in a number of classes.
4	<u>Pupil Wellbeing and Behaviour for learning:</u> A number of our children are struggling with their 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 understanding of what is being taught in school, and how, from parents is having an impact on our disadvantaged children's progress. Children are not reading enough or being read with at home, to practise the reading skills taught in school which means there is less chance of mastering the skills taught and improving reading fluency.
6	<u>Attendance of pupils:</u> A number of disadvantaged 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, will achieve in line with their peers, particularly in writing.</p> <p>Disadvantaged pupils will perform in line with their peers in the 2025 phonics screening check.</p> <p>Pupils who are behind age related expectations will make accelerated progress and will begin to catch up with their peers.</p> <p>The curriculum is accessible and engaging for all pupils.</p> <p>Staff are consistent in their delivery of school wide systems.</p>	<p>Pupils will access the curriculum though different levels of provision. SLT will monitor the curriculum and school wide systems whilst working with staff to ensure children’s needs are met.</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>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>Termly assessments will inform teachers of pupil’s progress. Pupils identified as having a weakness in reading may have assessments such as the YARC to highlight areas of weakness and to identify next steps for support.</p> <p>Interventions undertaken demonstrate accelerated progress – this will be measured through initial and end point assessments.</p> <p>Staff are consistent with their use of school wide systems such as SEND and behaviour. Children receive the support for their needs to allow them to access learning.</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>All pupils take pride in their written work.</p>	<p>Clearly sequenced RWInc phonics programme is in place and taught consistently throughout the school by all staff involved.</p> <p>Leaders monitor the progress of all pupils closely. Pupils who are not keeping up with their peers are identified quickly and receive targeted intervention and/or support.</p>

	<p>All pupils pass the phonics screening check unless an identified special educational need means progress may be slower. Where this is the case, pupils still show progress in sounds learnt over time through interventions.</p> <p>Pupils in Key Stage Two read at least 4 times a week and can 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 will present work neatly in books and be able to talk in detail about what they have learnt.</p>
<p>Good early communication and language skills are secured for all pupils.</p> <p>Staff understand how to support children with Communication and Interaction needs through support from Autism Education Trust (linked to SDP).</p>	<p>The majority of pupils entering Reception class, from pre-school, will be at age-related expectations in the prime areas of learning, including 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 with identified communication and language needs will receive additional support that is tailored to them. This may include referring to and working with outside agencies.</p> <p>Staff will be able to talk confidently about the needs of children in their class with Communication and Interaction needs. Staff will know the next step to support these children and ensure support is in place.</p>
<p>Pupils demonstrate positive learning behaviours; they will be able to emotionally self-regulate and engage with adults and peers positively.</p>	<p>The wider curriculum and pastoral support system provide a sustained approach to improving mental health and wellbeing for pupils (and their families).</p> <p>Daily mindfulness sessions are consistently used across the school and self-regulation techniques are taught to children. When talking to pupils, they can explain ways to self-regulate and how this helps their learning.</p> <p>Children receive ELSA support when needed and the ELSA register is monitored, reviewed and updated by SLT.</p> <p>Early Help interventions enable children to access specialist support and allows them to focus on their learning. When talking to parents, they can explain the impact this has had on their family.</p> <p>Pupils are proud to be part of the wider school community and actively seek leadership roles.</p>

<p>Parents will understand how they can better support their children at school.</p>	<p>There is increased attendance at parent consultations and parent workshops. Attendance will be tracked and non-attenders to parent consultations will be followed up with.</p> <p>There are increased opportunities for parents to learn how their children are taught e.g. maths, reading and writing workshops, parent information sessions, meetings with SaLT specialist, SEN coffee mornings, Head Teacher 'drop in' mornings.</p> <p>Books at Bedtime reading sessions will continue for Early Years and KS1 and will include a variety of authors and genres. These sessions will be combined with a parental information session on how to support children with bedtime reading at home.</p> <p>When talking to parents, they can explain how they support their child's home-learning including the use of resources provided by school. They have a good understanding of their child's next steps for learning.</p> <p>Parents feel the school has helped them to best support their child (parent survey).</p>
<p>All pupils' attendance will be 90% or above.</p>	<p>No pupils will have persistent absence. Attendance will be over 90% and in line with the rest of the school.</p> <p>Monitoring of attendance shows improvement for specific children. Support is given to families in response to individual needs.</p>
<p>Pupils will take part in the wider school community, attending after school activities, sporting clubs etc.</p>	<p>Pupils will participate in after school activities, including sporting clubs and will attend residential trips.</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: £31,616.37

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. Assessments in Phonics/spelling (RWInc), Reading, Writing, Maths, Key-skills and wellbeing will be completed.</p> <p>Termly MAT summative assessments will be used to support teacher assessment; these will be undertaken every term.</p> <p>Staff will use training from previous academic year 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 will be implemented consistently. Termly moderation across the MAT will be used to support the process of planning and best practice as well as providing CPD for expected levels across the MAT.</p> <p>Staff training on the SEN Code of Practice.</p> <p>SENCo training on IMPOWER system to identify needs in pre-school.</p>	<p>“Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback (accessed 11.11.24)</p> <p>By identifying the levels and needs of children, teachers will be able to plan work that has the maximum impact for their pupils. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct educational provision through specific resources, interventions or adult support.</p> <p>Through assessment and planning, staff can provide feedback to pupils which has a high impact on learning outcomes. The EEF considers feedback to be a high-impact low-cost strategy. Appropriate feedback can benefit pupils across all subjects.</p> <p>Training on the SEN code of practice provides teachers with the understanding of their role in ensuring all children are included in the planning process.</p>	<p>1,2</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. This is informed through pupil progress meetings and appraisal meetings, where teachers have identified the need of their pupils and areas for their own CPD.</p> <p>CPD will be used to ensure 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 (during subject leader meetings) and to provide support for colleagues.</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 (Pupil Premium Champion 2013-15) stresses the importance of high quality teaching and the impact it has on disadvantaged pupils: "Evidence tells us that excellent teaching disproportionately benefits disadvantaged pupils. So high quality teaching must be at the core of all pupil premium work." https://teaching.blog.gov.uk/2016/05/11/a-self-improving-school-system-looking-out-not-up/ (accessed 11.11.24)</p> <p>Ensuring that each child receives the provision best suited for them through the guidance of quality first teaching will allow for our pupils to achieve in line with peers.</p>	<p>1, 2, 3, 4</p>
<p>Communication and Interaction training</p> <p>Autism Education Trust training will be arranged to increase staff understanding of supporting children with autism and autistic traits. Time during inset given for staff to use training to inform planning and classroom practice. Training will be used to inform support plans for children and classroom practice.</p>	<p>The EEF highlights the importance of communication and language approaches which can lead to an average of 7 months progress:</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches?utm_source=/early-years/toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=communication (accessed 12/11/24)</p>	<p>3, 4</p>

<p>MAT academy wide training on restorative practice and supporting disadvantaged pupils.</p> <p>SENCo training including emotional regulation, social understanding and sensory needs.</p> <p>Head Teacher undertaking NPQSENCo qualification.</p> <p>Pre-school SENCo undertaking SENCo qualification.</p> <p>TA to complete SaLT 'Communication Champion' training in 2024-25.</p>	<p>The work with AET will help support communication needs across the school. This will help strengthen the relationship between teachers and pupils and aid effective communication between both. Where pupils struggle with verbal instruction, the AET visual strategies will help reinforce communication.</p> <p>Further training of the SENCo, Head Teacher, Pre-School SENCo and Communication Champion will support this.</p>	
<p>Reading Support</p> <p>Re-purchase of online training package for staff CPD. All staff teaching RWInc groups have access to high quality training which can be accessed throughout the year.</p> <p>RWInc will be embedded into pre-school practice.</p> <p>Further face-to-face development day to support the RWInc leader and teaching in school and plan for future training needs of staff. A development day will be held in Spring 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>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>Access to Read Theory (KS2) to encourage joy in reading and help identify barriers to reading in older children.</p>	<p>The EEF identify Phonics as a high impact on primary aged children with an average of 5 months progress, especially those aged 4-7. 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (accessed 22.11.23)</p> <p>Read Theory is a modern approach to reading that provides personalised learning for each student. It can help to identify weaknesses in reading and inform interventions.</p> <p>https://readtheory.org/districts-and-schools/?utm_campaign=institutions&ref=homepage_hero (accessed 11/11/24)</p>	<p>1, 2, 5</p>

<p>Writing Support</p> <p>Re-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) have access to high quality training and can 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>Leaders will ensure new class teachers are supported by high quality writing CPD (through the online training) and all class-based staff (incl. pre-school) will have opportunities to observe and share good practice.</p> <p>The introduction of 'Message Centre' (in Pre-school) and 'Curious Quests' (in Year 1) will support the work completed on early writing with the Drawing Club.</p>	<p>The EEF literacy guidance for KS1 and 2 identifies the importance of developing the pupils understanding of writing through providing them with the structures, vocabulary, skills and modelling the process of writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 and https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 (accessed 11/11/24)</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 11.11.24)</p> <p>It provides pupils with a systematic approach to writing with example texts, skills, experiences and lots of opportunities to write.</p> <p>The introduction of 'Message Centre' and 'Curious Quests' builds on the drawing club writing approach in Reception providing the steps before and after to develop children's writing.</p>	<p>1, 2, 5</p>
<p>Additional TA support</p> <p>TA support available for all classes, to provide support for pupils with high levels of need. This includes reading, maths, handwriting and spelling interventions as well as support for communication and interaction.</p> <p>There is one TA each afternoon in KS1 specifically carrying out English (phonics, reading and writing) interventions.</p> <p>TA CPD (outlined above) in writing, phonics, restorative practice and supporting autistic approaches.</p>	<p>If TA support is targeted to the needs of pupils, it can be impactful.</p> <p>The EEF toolkit suggests that support from TAs can provide additional 4 months (average) progress for pupils over the year.</p> <p>Highly trained TAs who deliver specific interventions and support for pupils are considered the most effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (accessed 11.11.24)</p>	<p>2, 3, 4</p>

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

Budgeted cost: £ 1355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for children who have SaLT programmes</p> <p>Children will receive support from a SaLT and ELKLAN 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>Support from SaLT under the new ‘Balanced System’ will provide additional support in school from therapist and inform training needs of staff. SaLT CPD includes traded and non-traded training.</p> <p>TA to complete ‘Communication Champion’ training 2024-25.</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 11.11.24)</p> <p>The balanced system approach is designed to build capacity for supporting children with communication and interaction needs. The support from therapists includes traded and non-traded work to ensure the correct provision is in place for the child. More can be read about this at:</p> <p>https://pathway.thebalancedsystem.org/ (accessed 11/11/24)</p>	<p>3, 4, 5</p>
<p>Use of Wellcom and NELI to support the acquisition of early communication and language skills in EYFS</p> <p>Continued use of these programmes will be targeted at improving 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. New staff will be trained in the use of this – release time will be given for this.</p> <p>NELI programme will be run daily for an identified group of children in Reception from the start of the Spring Term and extended to include Y1 children who did not participate in the programme previously. New staff will be trained in the use of this – release time will be given for this.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. The EEF suggest this approach can have an impact of 6 months (average) on pupil progress. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (accessed 11.11.24)</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. They suggest the intervention can add four months progress to a child with oral language weakness who receives the intervention compared to one that doesn’t.</p> <p>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention (accessed 11.11.24)</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>Additional phonics sessions targeted at disadvantaged pupils who require further support.</p> <p>Pupils will continue to 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 by 4 months (average): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction (accessed 11.11.24)</p> <p>Providing pupils with targeted support allows for overlearning of concepts and encourages long term memory storage of information.</p>	2,5
<p>Additional reading support (focus on comprehension and fluency)</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 Y1-6.</p> <p>Access to Read Theory (KS2) to encourage joy in reading and help identify barriers to reading in older children.</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. The EEF suggests an impact of 6 months (average) on specific learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (accessed 11.11.24)</p> <p>Peer mentoring can have two months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring (accessed 11/11/24)</p>	2
<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. End of Key Stage information meetings will be held later in the year for Year 2 and Year 6 parents which will include information on revision guides purchased for Reading, GPS and Maths for Y6.</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>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 12.11.24)</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 allows children to access help in terms of ICT, their peers or additional adults.</p>	5

<p>RWI workshops for parents will help to effectively support children's reading at home. Opportunities will also be made for Parents to attend Books at Bedtime sessions and to observe RWInc sessions/guided reading.</p> <p>Topic maps for each year group and preschool will continue to be shared with parents each half term and will include key vocabulary and dual coding to support learning at home.</p> <p>Parent consultations will be held 3 times per year to keep parents fully updated of their children progress. Non-attendees followed up. Additional sessions for those on the SEN register will be held with the class teacher and SENCo at the end of each half term.</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>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>SaLT, SENCo and Head Teacher morning coffee/drop-in sessions throughout the year will provide additional information to parents who can attend.</p> <p>SEN update sections will be added to school newsletters to share information, advice or to signpost parents for further support.</p> <p>Workshops and courses will be provided for parents (e.g. autism, supporting mental health, calculations, online safety) to support children's needs.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5371.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing and Self-regulation (including ELSA and Early Help support)</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 wellbeing 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. Trick Box will be introduced in the Spring term. This will include training for staff and the purchasing of resources to support its implementation across the school.</p> <p>ELSA to be made available to pupils who need it so pupils can develop self-regulation strategies and enable them to 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation (accessed 12.11.24)</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 12.11.24)</p>	<p>4,5</p>

<p>Continued ELSA training and supervision will be provided for relevant staff (JP/KB) to run pastoral support for identified pupils.</p> <p>DSL and DDSL to work with family link worker to provide Early Help interventions as needed, based on individual family needs.</p> <p>Staff will work closely with parents and wider family to ensure they understand how best to support their child/ren.</p> <p>Targeted lunchtime clubs will be provided by SENDCo and pastoral support staff to support self-regulation (e.g. Lego Club and Nurture lunch). Use of Boxall profiles will be used to assess the impact of these.</p> <p>All staff will undertake additional Therapeutic Training CPD in the academic year 2024-25. SENCo to undertake Therapeutic Tutor training in the Spring term 2025.</p>		
<p>Improving school wide systems for SEND</p> <p>SENCo to attend training on training on IMPOWER program to support identifying and supporting needs in Pre-School. The resource also helps to identify areas for CPD to meet needs of individual children.</p> <p>Updating processes and developing understanding of SEND for teaching staff.</p>	<p>To meet the needs of the children, school wide system on assessing and reviewing their need to be effective and efficient. With many of our pupil premium children on the SEN register or monitor list, we need to ensure that SEND in the school is well planned and informed. More information on SEN processes can be accessed at:</p> <p>https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf (accessed 12/11/24)</p> <p>The EEF also state the importance of quality CPD:</p> <p>https://educationendowmentfoundation.org.uk/news/maximising-professional-development#:~:text=What%20does%20the%20evidence%20state,in%20better%20learning%20for%20pupils (accessed 12/11/24)</p>	<p>1, 3, 4, 5</p>

<p>SENCo to work with TAs in developing capacity to support children in school.</p> <p>Whole school staff will undertake Autism Education Trust training to develop their understanding of wider context for pupils, especially those with autism.</p> <p>Teaching staff will be released to attend Gateway to Goals meetings to support individual children. SENCo to lead these meetings.</p>	<p>Through training our staff, we will be better placed to support the children who are most disadvantaged.</p>	
<p>Additional access to rich reading materials</p> <p>Disadvantaged pupils will be provided with a book each month which will be targeted to age and interests. Staff and parents will support reading choices.</p> <p>Access to Read Theory (KS2) to encourage joy in reading and help identify barriers to reading in older children.</p>	<p>EER guidance states ‘Children will need a range of wider language// and literacy experiences/ to develop their understanding of written texts in all their forms’. Providing these materials is key for our most disadvantaged children who may not have access to such resources at home or be able to visit their local library.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 (accessed 12.11.24)</p> <p>Read Theory will encourage children to participate in more reading through modern electronic methods and provide comprehension tailored to individual needs. The EEF also states that teaching strategies for comprehension is key to children’s development.</p>	1,2,5
<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. DSL and DDSL will engage the Early Help team, including the school family link worker to offer support strategies as appropriate.</p>	<p>As already identified, quality first teaching has the greatest impact on pupil attainment. If pupils are not in attendance, it is more likely they are not receiving this support. The EEF supports this view that pupils 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 12.11.24)</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>	6

<p>HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance. Offering free breakfast club sessions to give identified pupils, eligible for PP funding a positive start to the day that enables them to transition effectively into school.</p> <p>Uniform offered for all disadvantaged pupils</p>		
<p>Enabling pupils to be active participants in the wider school community</p> <p>Day trips and residential visits will be subsidised 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. These will be targeted to encourage pupils to attend.</p> <p>As appropriate, targeted pupils will be encouraged to attend to promote their wellbeing, self-esteem, confidence, motivation and engagement with school.</p> <p>Milk will be provided for all children eligible for pupil premium funding.</p> <p>Music lessons will be funded to allow children to have the opportunity to learn a</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. Although the EEF identify only a month’s progress, the skills learnt here will support a child through life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity (accessed 12.11.24)</p> <p>EEF Toolkit – Arts Participation = +3 months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation (accessed 12.11.24)</p>	7

musical instrument. SLT will promote increased music participation (e.g. music lessons) through Wessex music.		
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Total budgeted cost: £38,343.05

Part B: Review of outcomes in the previous academic year 2023-2024

Teaching:

Assessment / Planning

Teachers effectively used assessments in core subjects each term to inform planning for their classes. CPD on assessment analysis in the Autumn Term helped support this process. Information from assessments was also used to inform interventions for specific groups of pupils in class and across the school. Termly pupil progress meetings were held helping staff to identify areas of support across the school and teachers were held accountable for the progress of their pupils.

Quality First Teaching for All

Staff undertook individualised CPD based on outcomes from their performance management and pupil progress meetings. This included support in maths, phonics, Design and Technology, communication, writing and nurture. Staff meetings were attended by all teachers and led by SLT, subject leaders or professionals brought in to deliver sessions. This helped develop teacher's understanding of the curriculum and the needs of the pupils they are working with. All subject leaders were given release time to help develop the curriculum, monitor their subject and provide support for colleagues. The ECT successfully completed their second year.

All staff attended autism awareness training to support the children across the school.

Read Write Inc

All staff continued their CPD on Read Write Inc including a further RWI development day. Staff received individualised support which built on their skills from previous training to aid the delivery of phonics across the school with a focus on KS1 and RWI training in the preschool has supported the children moving into reception. 75% of children passed the Year 1 phonics screening. Of the 7 children in Year 2 who did not pass the screening check the previous year, 2 scored above 32 and 4 scored between 20-31 in the resit.

61% of children achieved EXP+ at the end of KS1 and 86% of children achieved EXP+ in the end of KS2 assessments.

The Write Stuff

All staff attended training on the write stuff through inset days with Teachers receiving additional CPD through twilight sessions. Staff have observed good practice throughout the school and shared useful ways to deliver sessions with each other whilst maintaining consistency across the school.

60% of pupils achieved EXP+ at the end of KS1 and 64% of pupils achieved EXP+ at the end of KS2.

Additional TA Support

TA support has continued to be in most classes during morning sessions. Afternoon sessions have included nurture provision, interventions, RWI intervention and ELSA supervision. Pupil premium and disadvantaged children were prioritised for these sessions. TAs have also received training in communication and language needs which has helped develop visual resources for use with pupils in the classroom and around school.

CPD for staff to deliver targeted Maths interventions

Training in First Class @ Number went ahead and staff were able to deliver these in afternoon interventions. Pupil premium children were prioritised in these sessions.

Targeted Academic Support:**Targeted support for children who have SALT programmes**

TA trained in speech and language needs has supported children with their individual targets and programmes throughout the year. They liaise with SaLT, the SENCo, teachers and other support staff to personalise the learning for children with communication needs. Toolkits have been developed to include 'Widgit' visuals to support children who find communication challenging and rolled out across the school to aid consistency throughout the school.

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

Wellcom continues to be used to support children in the preschool. NELI has been used in EYFS and Year 1 in the Spring term

Additional phonics sessions targeted at disadvantage pupils who require further support

Additional phonics sessions targeting disadvantaged pupils in the afternoons has helped build understanding and confidence in these children. These sessions helped to support the 75% of children who passed the Year 1 phonics screening.

Additional reading support

Disadvantaged children were prioritised for 1:1 reading with TAs and Teachers. They also were prioritised for Dorset Reading Partners and volunteer reader support. Reading buddies were also used to encourage reading between year groups and provide a confidence boost for the children. 86% of KS2 children achieved EXP+ and 29% achieved GD. 61% of KS1 achieved EXP+.

Additional Maths support

Disadvantaged children were prioritised for Maths interventions and boosters including 1st Class at number. Additional booster sessions were given to Year 6 as part of SATs preparation. End of year results: 71% of KS2 pupils achieved EXP+ and 22% achieved GD. 73% of KS1 pupils achieved EXP+.

Individualised approach

Staff used PPA time during the terms to meet with pupils to develop relationships and identify need. This informed termly meetings with parents (Gateway to Goals) where children's needs and progress were discussed and support identified and planned. Individualised resources were made by TAs and Teachers to target specific needs of children. This included use of Widgit to tailor resources to individuals but maintain consistency across the school. Teachers planned interventions to support the needs of individuals in their class.

Parental engagement and support

Each class held welcome meetings for parents which were publicised at the start of the year. This included information on expectations for home learning and ways to support children outside of school. Teaching staff held workshops for parents to demonstrate how the children are learning in school in the Autumn and Spring terms. RWI sessions were held to boost parental understanding of the scheme and provide further support for parents at home including how to use the resources. Additional reading books were bought to help encourage reading at home. Parents also invited to Books at Bedtime sessions to promote joy of reading. Topic maps shared with parents each half term with key information on learning in school. Three parental consultations held across the year (parents evening) with parents of children with SEND held additional meetings through gateway to goals process – this included many of our Pupil Premium children. 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. This was also reflected in weekly celebration assemblies to underpin positive reinforcement of behaviour and academic achievements. Disadvantaged children were prioritised for places at the KS1 and KS2 homework clubs to support after school hours learning and these clubs were well attended.

Wider Strategies:**Wellbeing and Self-regulation (including ELSA and Early Help support)**

ELSA support has been given to some of the most disadvantaged students in school and ELSA training has been continued for the academic year. There have been regular check ins for pupils who have received ELSA to help them revisit strategies if they are finding it challenging. Additional support has been put in place for children identified as carers (My Time) and

a specific Nurture Group has been run in the Spring and Summer terms for pupils by staff who have received nurture CPD. 'Growth Mindset' has continued to be used to help build resilience and self-regulation for all pupils. This has included ambassadors amongst the pupils to help peer support when children are struggling. Wellbeing has been a focus in assemblies and positive, key vocabulary has been modelled to help build children's understanding of mental wellbeing. Mindfulness activities have been used across the school and regular breaks to help regulation of pupils between lessons/sessions has proved popular. Staff have been deployed to support groups of disadvantaged pupils with building their resilience and completed therapeutic thinking CPD to develop their own understanding on how to support pupils. DSL and DDSL have continued to work with family link workers to identify Early Help interventions where needed. SENCo has met with parents to help support concerns of wellbeing outside of school and in school.

Additional access to rich reading materials

Monthly book subscriptions through 'The Teatime Book Shop' were continued for the academic year. Parents and children have been very supportive of this, reporting an increased engagement with reading and learning.

Supporting Attendance

DSL and DDSL have closely monitored attendance for disadvantaged children. Regular meetings were held with parents of children with low attendance and discussions had on how to encourage pupils' attendance. This has included early access to school via breakfast provision and changes in the timetable for individuals to help encourage attendance. External support has been sought over children who have persistent challenging attendance and bespoke support such as meet and greets were offered to disadvantaged pupils. Uniform purchases were made for disadvantaged children including clothes for PE, jumpers and cardigans.

Enabling pupils to be active participants in the wider school community

School trips were subsidised on an individual basis and all disadvantaged children were offered free places at after school clubs. Disadvantaged children were targeted to attend additional provision where appropriate and offered subsidised or funded instrumental lessons. Milk has been provided for all children in receipt of pupil premium funding.

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	Dorset Council – Ed Psych service
The Write Stuff	Jane Considine
Therapeutic Thinking	Dorset Council
First Class @ Number	EEF – research project