

# Pupil premium strategy statement – Bere Regis Primary and Pre-school 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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	119 pupils
Proportion (%) of pupil premium eligible pupils	17% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachael Brown
Pupil premium lead	Rachael Brown
Governor / Trustee lead	Lucy Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,394
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,329

## 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 (54% of the pupils on SEND register are eligible for Pupil Premium funding).

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	<p><u>Varied expertise of staff across the school:</u> There are new members of staff to the school this academic year and an experienced member of staff is currently on maternity leave. Ensuring that all staff are supported to deliver high quality teaching in all subjects and school-wide systems consistently, while managing staff workload, will be a priority.</p>
2	<p><u>Academic Attainment (English):</u></p> <ul style="list-style-type: none"> <li>• Writing has been identified as an area for development. Our end of the 2024 -2025 writing attainment data shows improvement but continues to be an area of focus for both the end of both KS1 and KS2.</li> <li>• Historically, for some children, phonics knowledge acquisition, in Reception and Key Stage one, has been hindered by their inability to use self-regulation strategies. This has created gaps in their knowledge, meaning that they struggle to access the curriculum in KS2 and say that they don't like reading.</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> There has been a significant increase in Speech and Language development needs over recent years. We are still concerned about the lasting effect of the pandemic on the progress of our children relating to communication and language skills. Some disadvantaged pupils entering Reception are not 'school ready' in terms of this area of learning. This creates further gaps in their learning when children move from Reception to KS1.</p>
4	<p><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.</p>
5	<p><u>Parents are not always able to support their children's learning at home:</u> Lack of understanding, by parents, of what is being taught in school, and how, is having an impact on the progress of our disadvantaged children. 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.</p>
6	<p><u>Attendance of pupils:</u> A number of disadvantaged children are having significant problems with attendance or punctuality. The attendance rate of pupil premium children is generally lower than non-pupil premium children.</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, will achieve in line with their peers, particularly in phonics, reading and writing.</p> <p>Pupils who are behind age related expectations will make accelerated progress and will begin to catch up with their peers.</p> <p>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 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"> <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>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>A clearly sequenced RWInc phonics programme is in place and taught consistently throughout the school from pre-school upwards, 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 and the SaLT team. (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>Pupils understand the 3 school rules 'Be Ready, Be Respectful, Be Safe' and are able to demonstrate this through their behaviour in class.</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's learning and any additional needs, at home.</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 information for parent on how to support children with their early communication skills and 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 an active part in the wider school community, attending after school activities, sporting clubs etc.</p>	<p>Disadvantaged pupils will regularly 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: £32,810.31

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. Assessments in Phonics/spelling (RWInc), Reading, Writing, Maths, Key-skills and wellbeing will be completed.</p> <p>Termly MAT summative assessments to support teacher assessment undertaken every term.</p> <p>Staff will use training from previous academic years to prioritise need and plan in class and targeted interventions. Pupil Progress meetings will be used to plan and monitor the impact of these interventions and to plan for next steps.</p> <p>MAT monitoring systems implemented consistently. Termly moderation across the MAT to support the process of planning and best practice as well as providing CPD for expected levels across the MAT.</p> <p>Specific staff training will be provided focusing on practices that will support all children but particularly those with SEN. MAT training days with Amjad Ali, and in house CPD, particularly focusing on the</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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a> (accessed 21.11.25)</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 ongoing 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>“Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND.” “To a great extent, good teaching for pupils with SEND is good teaching for all.”</p>	<p>1,2</p>

<p>areas of need, and how they can be supported in the classroom, will strengthen staff knowledge and confidence.</p> <p>SENCo training on IMPOWER and VSEND system to identify needs in pre-school and how these children can be best supported as they move into school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> (accessed 21.11.25)</p> <p>Training on the SEN areas of needs and inclusive classroom practices will increase teachers confidence, skills and knowledge.</p>	
<p><b>Quality of Education: Developing classroom practice to ensure that teaching builds from pupils' existing knowledge and that work is matched to their starting points (linked to Ofsted AFIs)</b></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 performance management 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. Teacher Walkthrus will be used to focus on the area of questioning and feedback and to create consistency of approach across the school. Staff will have the opportunity to learn and work together, refining their skills. Prompt and praise books, for all staff, help to support this process through regular feedback and support opportunities. This will be linked to the school appraisal system. Additional release time will be given for staff to read, research and reflect.</p> <p>Additional release time will be provided to subject leaders to monitor their subjects 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><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a></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."</p> <p><a href="https://teaching.blog.gov.uk/2016/05/11/a-self-improving-school-system-looking-out-not-up/">https://teaching.blog.gov.uk/2016/05/11/a-self-improving-school-system-looking-out-not-up/</a> (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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> (accessed 21.11.25)</p> <p>The EEF guidance report Effective Professional Development states that "High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom" "Mechanisms are the core building blocks of professional development. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</p>	<p>1, 2, 3, 4</p>

	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a> (accessed 22.11.25)</p> <p>Teacher Walkthrus are not a set of rigid rules but a framework for establishing shared understanding of common teaching techniques. <a href="https://walkthrus.co.uk/">https://walkthrus.co.uk/</a> it is based on evidence based research into the way we learn.</p>	
<p><b>Communication and Interaction training</b></p> <p>Autism Education Trust training will be used to increase staff understanding of supporting children with autism and autistic traits and a consistent approach to using visual aids across the school. 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>Head Teacher / SENCo to undertake training including emotional regulation, social understanding and sensory needs and will complete her SENCo qualification (Spring 26)</p> <p>Pre-school SENCo will undertake her SENCo qualification, when it becomes available.</p> <p>Specialist TA will continue to engage with SaLT 'Communication Champion' training in 2025-2026.</p> <p>Targeted SaLT training for EYFS staff (Sound Gym) and all class-based staff (Colour coding) will allow staff to provide further support for pupils in class. They will be able to run targeted Sound Gym groups within teaching sessions.</p>	<p>The EEF highlights the importance of communication and language approaches which can lead to an average of 7 months progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches?utm_source=/early-years/toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=communication">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches?utm_source=/early-years/toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=communication</a> (accessed 22.11.25)</p> <p>The work with AET and our SALT team 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 Head Teacher/SENDCo, Pre-School SENCo and Communication Champion will support this.</p>	3, 4
<p><b>Reading Support</b></p> <p>Re-purchase of online training package for staff CPD. All staff teaching RWInc groups will have access to high quality training which can be accessed throughout the year.</p> <p>RWInc will be embedded into pre-school practice. Fast track (catch up and keep up) will be used to</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>	1, 2, 5

<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>Staff delivering RWInc Fast track (catch up and keep up) interventions will have access to online training, coaching and annual face to face training..</p> <p>Access to Read Theory (KS2) to encourage joy in reading and help identify barriers to reading in older children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> (accessed 22.11.25)</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><a href="https://readtheory.org/districts-and-schools/?utm_campaign=institutions&amp;ref=homepage_hero">https://readtheory.org/districts-and-schools/?utm_campaign=institutions&amp;ref=homepage_hero</a> (accessed 22.11.25)</p>	
<p><b>Writing Support</b></p> <p>Re-purchase of the online training package and resources for all staff for 'The Write Stuff'. This will ensure all staff (Teachers and TAs) have access to high quality training and can access training throughout the year.</p> <p>Wessex MAT Phase Days will focus on the teaching of writing and the new writing framework. These will be led by experts and will also provide staff with opportunities to share good practice and develop their practice.</p> <p>Leaders will support early writing. The introduction of 'Message Centre' in Pre-school and the continued development of Drawing Club, will support this.</p> <p>Staff confidence and practice with teaching writing 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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> and <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> (accessed 22.11.25)</p> <p>The Write Stuff is an evidence-based approach, as explained in the following document:<a href="https://www.dropbox.com/s/yoyd0d80w537i85/TWS%20Evidence%20Final.pdf?dl=0">https://www.dropbox.com/s/yoyd0d80w537i85/TWS%20Evidence%20Final.pdf?dl=0</a> (accessed 22.11.25) 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' builds on the drawing club writing approach in Reception providing the steps beforehand which will support the development of children's writing.</p>	<p>1, 2, 5</p>

<p>The English Leader will undertake further training for supporting SPAG in both KS1 and 2 through the programme Fixing Full Stops. She will then work closely with class teachers to implement the approach into their usual classroom practice.</p>	<p>The DfE 'Writing Framework' published July 2025 shines a light on the importance of securing children's transcriptional skills. Fixing Full Stops aligns with the framework, shoring up subject knowledge and providing evidence-informed strategies. Practitioners will learn to successfully develop children's ability to write in correctly formed sentences with fluency. This secures a vital aspect of transcription, laying the groundwork for more fluent, accurate, and purposeful writing. <a href="https://www.hfeducation.org/school-improvement/primary/english/fixing-full-stops-ks2">https://www.hfeducation.org/school-improvement/primary/english/fixing-full-stops-ks2</a> (accessed 22.11.25)</p>	
<p><b>Additional TA support</b>  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>Fast track phonics will be used to support those who need additional reading practice – this will be daily for some pupils. Staff delivering these programmes will have specific training and support.</p> <p>CPD for TAs (outlined above) in writing, phonics and communication and language programmes.</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><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 11.11.24)</p> <p>Something here about staff CPD</p>	<p>2, 3, 4</p>

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

Budgeted cost: £1270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted support for children who have SaLT programmes</b>  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>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact'</p> <p><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 11.11.24)</p>	<p>3, 4, 5</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. This will include Sound Gym and Colour coding.</p> <p>Specialist TA to continue to engage with 'Communication Champion' training 2025-2026 to ensure her knowledge and skills keep up with new advice and systems.</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><a href="https://pathway.thebalancedsystem.org/">https://pathway.thebalancedsystem.org/</a> (accessed 11/11/24)</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>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.</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.</p> <p>Sound Gym intervention sessions will run in pre-school and reception classes (12 sessions for each group) focusing on developing early language skills (alliteration, rhyming, pattern in speech). The first group of sessions will begin in Autumn 2 and will be used to identify children who may need additional intervention with our SaLT.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> (accessed 22.11.25)</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><a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a> (accessed 22.11.25)</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>	3,5
<p><b><u>Additional phonics sessions targeted at disadvantaged pupils who require further support.</u></b></p> <p>Fast track phonics will be used to support those who need additional reading practice – this will be daily for some pupils. Staff delivering these programmes will have specific training and support.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment by 4 months (average):</p> <p><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 22.11.25)</p> <p>Providing pupils with targeted support allows for overlearning of concepts and encourages long term memory storage of information.</p>	2,5
<p><b><u>Additional reading support (focus on comprehension and fluency)</u></b></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>	2

<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>Reading buddies will be used to boost reading confidence of children. Children will be buddied by a more-able /older child.</p> <p>Booster classes provided for Year 6 pupils in preparation for SATs.</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 22.11.25)</p> <p>Peer mentoring can have two months additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> (accessed 22.11.25)</p>	
<p><b>Additional Maths support</b></p> <p>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 22.11.25)</p>	2
<p><b>Parental engagement and support</b></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 6 parents which will include information on revision guides purchased for Reading, GPS and Maths for Y6.</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>RWInc 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>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 22.11.25)</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>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 4 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 term to review targets and plan next steps.</p> <p>Regular phone calls home (e.g. for use of reading diaries) 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>We will aim to provide support parents, carers and the wider school community to understand:</p> <ul style="list-style-type: none"> <li>• the importance of a language rich environment</li> <li>• how they can support their child's language development</li> </ul> <p>There will be a SEN section to school newsletters, which will aim to share information / advice to parents.</p> <p>A writing workshop, will be used to show parents how we teach writing and how to support at home. This will run in the Spring Term.</p> <p>Additional workshops for parents focusing on behaviour, homework, calculation, and SEN will aim to provide parents with information to help them support their children's learning and additional needs at home. For example, we aim to run a father's parenting group led by the Ed Psych.</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,266.73

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>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.</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>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</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 22.11.25)</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 22.11.25)</p>	<p>4,5</p>

<p>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>All staff will undertake additional CPD in the academic year to support pupils with problem solving 2025-2026 e.g. ICPS</p>		
<p><b>Improving school wide systems for SEND</b></p> <p>SENCo to attend training on training on VSEND (IMPOWER) program to support identifying and supporting needs in PreSchool. 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. SENCo to work with TAs in developing capacity to support children in school.</p> <p>Whole school staff will undertake ICPS training and review AET training.</p> <p>Teaching staff will be released to attend Gateway to Goals meetings with parents and to meet with outside agencies e.g. Ed Psych so that they have the information they need to support individual children. SENCo to lead these meetings.</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><a href="https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf</a> (accessed 22.11.25)</p> <p>The EEF also state the importance of quality CPD:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/maximising-professional-development#:~:text=What%20does%20the%20evidence%20state,in%20better%20learning%20for%20pupils">https://educationendowmentfoundation.org.uk/news/maximising-professional-development#:~:text=What%20does%20the%20evidence%20state,in%20better%20learning%20for%20pupils</a> (accessed 22.11.25)</p> <p>Through training our staff, we will be better placed to support the children who are most disadvantaged.</p>	1, 3, 4, 5
<p><b>Additional access to rich reading materials</b></p> <p>Disadvantaged pupils will be provided with a reading pack which will be targeted to age and interests. Staff and parents will support reading choices.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> (accessed 22.11.25)</p>	1,2,5

<p>Access to Read Theory (KS2) to encourage joy in reading and help identify barriers to reading in older children.</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>	
<p><b><u>Supporting Attendance</u></b></p> <p>Introduction of OPaL programme; we aim to create more inclusive, playful breaktimes which, in turn, will support behaviour, self-regulation and attendance. Staff will be provided with essential training, opportunities for planning and risk assessments and to review the impact of the programme.</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>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</p>	<p>An independent evaluation of OPAL was commissioned by Play England in 2011 -‘Supporting School Improvement Through Play’ This demonstrated the effectiveness of OPAL and established the benefits for schools from participating in the OPAL Primary Programme. <a href="https://outdoorplayandlearning.org.uk/the-case-for-outdoor-play/">https://outdoorplayandlearning.org.uk/the-case-for-outdoor-play/</a></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. <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 22.11.25)</p> <p>Although there is no specific evidence that having a school uniform has a positive impact on attendance, we feel that it is important that all children should feel part of the school and wearing the correct uniform is therefore important.</p>	<p>6</p>

<p>enables them to transition effectively into school.</p> <p>Key pieces of school uniform supplied for all disadvantaged pupils.</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 for disadvantaged pupils to be able to take part.</p> <p>A wide range of after school clubs will be offered to all pupils and will be free for disadvantaged pupils.</p> <p>As appropriate, targeted pupils will be encouraged to attend to promote their wellbeing, self-esteem, confidence, motivation and engagement with school.</p> <p>Music lessons will be part funded to allow children to have the opportunity to learn a musical instrument. SLT will promote increased music participation (e.g. music lessons) through Wessex 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. Although the EEF identify only a month's progress, the skills learnt here will support a child through life.</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 22.11.25)</p> <p>EEF Toolkit – Arts Participation = +3 months additional progress <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 22.11.25)</p>	<p>7</p>

**Total budgeted cost: £**

## **Part B: Review of outcomes in the previous academic year 2024-2025**

## Pupil premium strategy outcomes

Intended outcome	Success criteria
<p>Disadvantaged pupils, will achieve in line with their peers, particularly in writing.</p> <p>Phonics remains a focus as pupil premium children performed worse than their peers in the 2024 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 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><i>Pupils learn to read accurately and with increasing fluency. From Reception Year, children read books that are matched well to the sounds they are learning. Pupils who need additional support to keep up receive it promptly. Older pupils read regularly and get the help they need to close any gaps in their phonic knowledge. Staff read to children in the early years in a way that builds their interest in words and books. Ofsted June 25</i></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"> <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. <b>100% of children in Rec achieved ELG, including 2 PP pupils.</b></li> <li>• Pupils in Year 1, taking the phonics screening check will achieve in line with their peers. <b>80% of pupils in Yr 1 passed the phonics screening check, including 2 (of the 3) PP pupils.</b></li> <li>• Pupils in Year 6, taking the KS2 statutory assessments, will achieve in line with their peers. <b>91% of pupils achieved the expected standard in Reading (3 of 4 PP pupils)</b>  <b>64% of pupils achieved the expected standard in Maths (1 of 4 PP pupils)</b>  <b>82% of pupils achieved the expected standard in SPAG (2 of 4 PP pupils)</b>  <b>54% of pupils achieved the expected standard in Writing (0 of 4 PP pupils)</b></li> </ul> <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><i>The school has strengthened how it identifies and assesses special educational needs and/or disabilities (SEND). It works well with parents to define and review steps in pupils’ learning. Staff receive useful information about how to make adaptations to the curriculum. As a result, most pupils with SEND build their knowledge, skills and independence. Ofsted June 2025</i></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. (see below)</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. (see above)</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><i>Trustees and leaders have an accurate view of the school's strengths and areas for further development. Together, they have ensured that the school has made improvements to the quality of education. Ofsted June 2025</i></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. (see above)</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. This is still being developed and has been added to the SDP for 2025-2026</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><i>Teaching has a sharp focus on the vocabulary that children should learn in the early years. As a result, children develop their language skills well in preparation for key stage 1 Ofsted June 2025</i></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. <i>Pupils benefit from an effective personal, social and health education programme. Ofsted June 2025</i></p> <p>Children receive ELSA support when needed and the ELSA register is monitored, reviewed and updated by SLT. <i>ELSA sessions are fully utilised.</i></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. <i>(see below)</i></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. <i>A programme of workshops was created for parents -attendance at some sessions (SEN) was good.</i></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 talk on how to support children with reading at home. <i>These were well attended.</i></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. <i>The school has high expectations of pupils' behaviour and attendance. Most pupils live up to these expectations. Pupils who need help to attend more regularly or to manage their behaviour receive sensitive support from staff. Ofsted June 2025</i></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> <p><i>Pupils benefit from a range of clubs and activities. For instance, they enjoy sports, board games and cooking. Pupils have opportunities to develop their musical interests by learning to play an instrument and performing together. The school helps pupils to make good use of these opportunities. Ofsted June 2025</i></p>
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## 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 County Council
Elklan	Elklan Training Ltd.
The Write Stuff	Jane Considine
Therapeutic Thinking	Dorset County Council /
AET Professional Development Plan	Autism Education Trust and Dorset County Council
Curious Quests and Message Centre	Gregg Bottrill

