

## Pupil Premium Strategy Statement

### Academy overview

Metric	Data
Academy name	Beechcroft St Paul's Primary School
No. of pupils in academy	209
Proportion of disadvantaged pupils	111 or 53%
Pupil premium allocation this academic year	£110,525
Academic year or years covered by statement	2024-2027
Publish date	September 2024
Review date	September 2025
Statement authorised by	Caroline Hawker and Claire Taylor
Pupil Premium lead	Kendall Stuart-Smith
Governor lead	Julia Moore

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

### Disadvantaged pupil performance overview for last academic year

Measure	Score July 2023	Score July 2024
Meeting expected standard at KS2	Reading – 41% Writing – 58% Maths – 50% Combined 41%	Reading 88% Writing 69% Maths 75% 69%
Achieving high standard at KS2	Reading – 8%	Reading 19%

	Writing -8%	Writing 6%
	Maths -8%	Maths 19%
	Combined	Combined 6%

Measure	Activity	Cost
<p>Priority 1 – Quality First Teaching</p> <p><b>Attainment Gap</b> To ensure Pupil Premium Disadvantaged (PPD) children, of all abilities, are making accelerated progress in Reading and Writing and narrowing the gap with non-PPD</p> <p><b>CPD for staff</b> CPD planned across the year to support quality first teaching</p>	<p>Ensure all staff new to Sounds Write have received paid-for training to deliver the Sounds Write phonics effectively and spelling throughout KS2 – 1 LA booked on training.</p> <p>EYFS provide opportunities for children to talk and model alongside in the continuous provision to expand vocabulary and ensure children talk in full sentences. This is also achieved across the whole school. Phonics, pre writing and early writers, achieving GLD</p> <p>By the end of Reception, children have secure knowledge and skills in words/simple sentences. Pupils achieving ARE and those with lower starting points are catching up.</p> <p>Sounds Write interventions in place led by teachers and Learning Assistants to close the gap. Rigorous monitoring by SLT team.</p> <p>Learning Assistants in all classes add value to the learning within the classroom and target key children directed by Teacher.</p> <p>Ambitious targets for educational outcomes – every child in our school is a fluent reader by the time they leave Year 6.</p> <p>By the end of EYFS, all children are KS1 ready. Relationships with parents are established and the importance of attendance shown to patterns as a priority through clear communication.</p> <p>Learning Assistants deliver high quality 1:1 and small group interventions.</p> <p>Bespoke intensive phonics programmes are put in place for pupils who are significantly behind and require 1:1 intervention.</p> <p>All teachers of reading have clarity on who their early readers are.</p>	£30,000

	<p>Pupils who have not met Phonics will have catch up provision.</p> <p>Across the school misconceptions are picked up on and children given opportunities to respond correctly to ensure the gap doesn't widen. This is achieved through questioning and live marking. Teachers can confidently explain gaps and steps taken to remedy.</p> <p>All learning has an emphasis on oracy and vocabulary acquisition.</p> <p>SOARING inclusive Curriculum is planned in a progressive sequence with a small step approach ensuring high quality modelling, scaffolding and opportunities to revisit and overlearn to ensure retention. All children access and experience an intentional, innovative, exciting and diverse co-curricular</p> <p>Effective teachers who consider cognitive load to ensure all children achieve and engage alongside scaffolding and adaptations.</p> <p>Weekly staff training and subject leaders attend DSAT CPL to ensure subject knowledge is secure.</p> <p>Moderate with Trust colleagues to ensure standards are in line with National expectations; link to experienced staff in Trust schools to mentor expectations</p> <p>Release time for subject leaders and SLT to monitor impact of training in the classroom and book looks to ensure consistency and CPL has been implemented and impact evident.</p>	
<p>Priority 2</p> <p><b>Vocabulary</b></p> <p>Ensure PPD children are exposed to high quality texts that provide appropriate challenge.</p> <p><b>Speech and Language</b></p> <p>EYFS- Develop the implementation of the key skills in speaking, reading and writing across the foundation stage</p>	<p>SOARING Curriculum and exposing children to high quality texts that provide appropriate challenging vocabulary</p> <p>Reduce the word gap using high-quality texts and a vocabulary rich curriculum to close the word gap</p> <p>All children to be confident with Tier 2 language and then be exposed to Tier 3.</p> <p>Formative assessment used across the school to identify what children know and provide information about gaps and misconceptions.</p>	<p>£6,000</p>

<p>to ensure the core areas of learning are secure at the end of the EYFS.</p>	<p>Teachers ensure children are building knowledge through assessment focusing on subject-specific content and concepts.</p> <p>Learning assistants or teachers to attend all Speech And Language Sessions so explicit connections are made between classroom learning and interventions.</p> <p><b><u>Early Years</u></b></p> <p>Clear baseline assessment undertaken using WELCOMM and Engagement profile, taking into account schemas in areas of play.</p> <p>Early Years environment set up to enable enhanced and continuous provision opportunities for rich, high-quality vocabulary to be modelled and used by chn. SHREC approach to be used by all adults within EYFS team.</p> <p>High quality intervention support from key workers and tracking of targets, progress and work alongside Speech and language therapists to support chn falling significantly below.</p> <p>Adults to use the SHREC approach within provision to ensure high quality interactions to ensure high quality modelling of speaking &amp; listening.</p> <p>High quality provision will be set up taking into account schemas of play and children’s passions to support the development of the key vocabulary.</p> <p>Using the CUSP curriculum children will be exposed to high quality vocabulary and be able to use it in context</p> <p>Using the CUSP curriculum high quality planning will be implemented and then the impact assessed in the 3 key practice areas of foundational knowledge, structured Story time and opportunities and experiences.</p> <p>Early identification will take place and SALT referrals made where appropriate to ensure early identification and the aim for most children to be signed off of their programmes by the end of EYFS.</p>	
<p>Priority 3 <b>Attainment Gap</b></p>	<p>Developing fluency in mathematics so that we can limit the cognitive load of our disadvantaged children.</p>	<p>£2000</p>

<p>To ensure Pupil Premium Disadvantaged (PPD) children, of all abilities, are making accelerated progress in Mathematics and narrowing the gap with non-PPD</p>	<p>NTG for disadvantaged by more targeted support for times tables.</p> <p>Access to TT Rockstars during the school day to ensure equal access.</p> <p>Identification of gaps through more effective use of elicitation tasks.</p> <p>Further development of oracy in maths to promote articulation of maths concepts, solutions and skills.</p> <p>Pupils' number work in books shows rigour between fluency teaching/mathematical knowledge and understanding acquisition. Gaps are swiftly identified and attended to with interventions.</p> <p>Number sense mapped out to ensure that children in R-4 start at the appropriate stage to make rapid progress through the programme. CPL delivered and monitored by Maths Leader to ensure consistency and fidelity. Number Sense assessment weeks to identify gaps and deliver bespoke interventions who are not making expected progress and falling behind their peers. (Pupil Progress Meetings identify these pupils)</p> <p>QfT in classrooms with a focus on PP and disadvantaged pupils answering questions and remaining engaged in learning time.</p> <p>CPL for teachers about Number Sense</p> <p><b><u>Improving Early Maths and Fluency (EY/KS1)</u></b></p> <p>Teaching the foundations in early maths skills through the rigorous teaching of NCETM fluency daily. (Mastering Number – EYFS) (Number Sense KS1)</p> <p>Number Sense mapped out with clear assessment weeks to identify gaps and deliver bespoke interventions who are not making expected progress and falling behind their peers. (Pupil Progress Meetings identify these pupils)</p> <p>QfT in classrooms with a focus on PP and disadvantaged pupils answering questions and remaining engaged in learning time.</p>	
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	<p>Children who have gaps in their maths fluency to be highlighted and the gap to be narrowed through focus teaching of gaps through targeted provision and intervention if required when gaps in knowledge.</p>	
<p>Barriers to learning these priorities address</p>	<p>New staff up-skilled and trained to prioritise PP children.</p> <p>Parental engagement and understanding of the value of education with their children. Reading/Phonic workshops to be delivered to parents. Disadvantaged parents more skilled to support their children. Further encouragement to log on GoRead. Reading incentives every half term shared with parents by English Lead.</p> <p>Attendance: focus to encourage all parents to come to school 100% of the time with greater focus on PP children.</p> <p>Further emphasis on following Beechcroft Behaviour Curriculum and consistent language between home and school – benefitting children to develop a toolbox of strategies to support them with their emotional regulation in school and in the wider community.</p>	
<p>Rationale (data/research)</p>	<p>Ensuring staff use evidence-based whole-class teaching interventions</p> <p>Walkthrus for CPD by Tom Sherrington</p> <p>Alex Quigley/EEF research – ‘Disadvantaged children have a significant vocabulary gap before they reach school age. This limits their capacity to learn which in turn limits their future chances.’</p> <p>EEF reports of recommendations for effective approaches for improving Literacy</p> <p>The number of words a child has heard and can speak by the age of three is a predictor of later language development, so these early vocabulary gains are critically important.</p> <p>The Reading Framework 2021</p> <p>Research shows that when LAs are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning.</p> <p>Key Stage 1 scores – strong links with scores and poor attendance.</p> <p>EEF research – Making the best use of TAs- 7 recommendations</p> <p>EEF Recommendation 5 – ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.’</p>	

	EEF Recommendation 7 – ‘Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions’
Projected spending	£38,000

*Projected spending must equate to the amount of funding allocated.*

#### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS1 and 2 reading	July 25
Progress in Writing	Achieve national average progress scores in KS1 and 2 writing	July 25
Progress in Mathematics	Achieve national average progress scores in KS1 and 2 maths	July 25
	Achieve national average expected standard in Multiplication Tables Check	June 25
Phonics	Achieve national average expected standard in Phonics Screening Check	June 25
Other	Improve attendance of disadvantaged pupils to national average	July 25
Other - EYFS	Achieve national average GLD learning goals	July 25

*Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.*

#### Targeted academic support for current academic year

Measure	Activity	Cost
Priority 1 – Quality First Teaching  <b>Attainment Gap</b> To ensure Pupil Premium Disadvantaged (PPD) children, of all abilities, are making accelerated progress with Phonics and spelling and	Clear identification of disadvantaged children who need targeted support to secure their phonics and spelling by qualified and trained practitioners. Those who need bespoke intensive phonics programmes are identified and targeted support implemented. Rigorous monitoring to ensure impact.	£7,000

narrowing the gap with non-PPD

**Attainment Gap EYFS Phonics**

Within FS2 children will be able to write words that are in line with their phonics learning at specific points at the year.

At least 65% to be on track in word reading at the end of FS2. The children will be able to read words consistent with their phonic knowledge by sound-blending, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In FS1 **most** school starters (over 70%) will orally blend some simple cvc words. They will talk about their favourite stories, recognise their name and the beginning sounds in some words. Those not on track will be on monitoring and discussions with SENCO on other options for early intervention will have been had. *See Insight tracking*

**All** chn to have progressed significantly through our EYFS curriculum and increased parental support. Any additional needs flagged ready for transition into FS2/year 1.

Specialist teachers to deliver training to learning assistants and do drops in to support the delivery of specialist teacher programmes for reading and spelling.

All Key Stage 2 staff to have Sounds Write Training and Learning Assistant to deliver targeted interventions with robust monitoring. Termly assessment completed and overseen by SLT.

Pre teach Phonics – pupils in Year 1 and 2. Catch up for those pupils too.

Reception team are trained to deliver Sounds Write Phonics – key children are targeted within whole class teaching and then enhancements are planned linked with challenges which all children must complete alongside adults modelling.

Class Teachers to use Phonics Tracking to ensure that pupils’ books are matched according to their fluency level with one book working on the Phonics just above their confidence level. Pupils who require additional Phonics to be daily target readers. Pupils who are working towards have books matched according to their fluency and are target readers.

Half termly Phonics screens completed and gaps identified and targeted in intervention from teachers and LAs who have attended Sounds Write Training.

**Early Years**

Clear phase one phonics structure in FS1 and this clearly shared with parents.

Open classroom events held for FS1 and FS2 parents supporting their understanding of the importance of reading with their children and how our phonics schemes are taught.

Open events held for the parents to come into school to observe things such as school staff modelling reading stories in structured Story time, the importance of sharing/singing nursery rhymes with your child, structured phonics lessons and also times to sit and read with their children within the school day.

<p>Priority 2</p> <p><b>Reading</b></p> <p>PPD children are confident independent readers who achieve ARE+ by the end of KS1.</p> <p>This is to ensure that PPD children enter KS2 from strong starting points</p> <p><b>Attainment</b></p> <p>PPD children who enter EYFS from low starting points are supported through targeted interventions and make accelerated progress so that they are able to achieve a GLD by the end of EYFS</p> <p><b><u>Speech and Language EYFS</u></b></p> <p>By the end of FS1 most children will be able to correctly pronounce the sounds p, b, m, w, t, d, g, k, communicate what they want by speaking in a short sentence, use connectives in speech and, or because, can use the pronoun I when talking about themselves, have back &amp; forth interactions &amp; stay on topic for 2/3 exchanges, ask and answer simple 'why' questions &amp; describe familiar people, places and objects in sentences</p> <p>By the end of FS2 most children will be able to Hold conversation when engaged in back-and-forth exchanges with their teacher and peer, Express their ideas and feelings about their</p>	<p>Staff are trained to provide high quality Speech and Language sessions. Early identification in EYFS. 3 staff ELKAN trained. Staff attend SALT sessions with therapist.</p> <p>Pre teaching of reading in Year 3-6 to encompass key vocabulary across the school to identify target children led by teachers.</p> <p>ELKAN Word map training delivered to Learning assistants by SENCO.</p> <p>EYFS to use high quality texts linked to topics (Books for Topics). Texts are linked to the learning behaviours. 4 key texts for a half term including one traditional tale in English to be used. Across other areas of the curriculum, key texts to be selected.</p> <p>Clear assessment across each term in EYFS for all 7 areas of the curriculum. Assessment of Welcomm to be used with all children in EYFS at entry point to assess and track progress. Baseline for FS1 and FS2 carried out for both FS1 and FS2 (using WELCOMM and Engagement profile, taking into account schemas in areas of play ) with data added to insight indicating if the child is expected / working towards for their age band.</p> <p>EYFS are carefully selecting and teaching vocabulary from the chosen high quality texts across the curriculum and within continuous enhanced provision – modelled consistently by adults across the school day to increase exposure to rich vocabulary.</p> <p>EYFS baseline completed on entry and progress tracked alongside Pupil Progress meetings and close monitoring so all children achieve GLD.</p> <p>Continuous provision is considered carefully and enhancements are planned for to ensure children have opportunities to embed learning following whole class teaching with key focus on modelling language and speaking in full sentences.</p> <p>Early identification of those who require SALT assessment, those with programmes to be placed on the SEND register and IEPs to be written outlining targets. Interventions to be closely monitored and support sought for from Speech and Language therapist promptly if needed.</p> <p>GoRead to be used across the school to log reads and target children not reading at home at school. Incentives planned and shared with children and parents every half term.</p>	<p>£9,000</p>
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<p>experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>An early reader out of Key Stage 1 are working at least a year behind their peer group- Children will be scoring below SS 90 on assessments. Tight monitoring in place by English lead and in Pupil Progress Meetings. Volunteers and Governors readers target key children who are not reading at home. Daily readers targeted in class by Teacher and Learning Assistant- impact and progress is tracked.</p> <p>Clear EYFS curriculum progression small steps mapped out for FS1 /FS2 for speaking – age expected expectations for specific points of the year using CUSP/ DSAT progression points as a starting guide.</p>	
<p>Priority 3</p> <p><b>Attainment Gap</b></p> <p>To ensure Pupil Premium Disadvantaged (PPD) children, of all abilities, are making accelerated progress in Mathematics and narrowing the gap with non-PPD</p>	<p>Clear identification of disadvantaged children who need targeted support in KS2 to secure fluency.</p> <p>Ensuring fidelity to the existing fluency programme with additions to include areas of fluency which need support which the current scheme does not provide.</p> <p>Number Sense mapped out for Year 3 and 4 with clear progression and assessments to identify gaps in understanding. Intervention materials for LA to deliver interventions.</p> <p>CPL for teachers about Number Sense.</p>	<p>£7,000</p>
<p>Rationale (data/research)</p>	<p><i>CUSP curriculum - CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.</i></p> <p><i>There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for.</i></p> <p><i>Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills and deepen knowledge AND understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon. (CUSP Website).</i></p> <p>Elkan – Support for children and young people with speech, language and communication needs (SLCN). Gives a comprehensive overview of strategies to support children to close the gap – supporting children whole class to develop strategies around vocabulary and expressive</p> <p>Wellcomm – Assessment Speech and Language – <i>WellComm toolkits enable quick and easy identification of children needing speech and language support, making a crucial difference to confidence and attainment. The WellComm Early Years toolkit enables you to quickly and easily identify children aged 6 months to 6 years who may benefit from speech and language support and then the ‘Big Book of Ideas’ details play-</i></p>	

	<p><i>based activities to support children's speech, language and communication development. (Wellcomm website).</i></p> <p>Multiplication check for academic year 2020-2021</p> <p>KS2 Maths SATS scores showed that children need to score higher in the arithmetic paper in relation to the reasoning paper.</p> <p>EYFS curriculum in line with CUSP curriculum- to ensure foundation are built before entry to KS1. Vocabulary considered throughout primary school journey.</p> <p>Spiral approach used in EYFS so vocabulary is revisited</p>
Barriers to learning these priorities address	<p>High level of children requiring Speech and Language support.</p> <p>Attendance</p> <p>Engagement of parents</p>
Projected total spending	£23,000

***Projected spending must equate to the amount of funding allocated.***

**Wider strategies for current academic year**

Measure	Activity	Cost
<p>Priority 1</p> <p><b>Attendance</b></p> <p>To improve attendance and punctuality alongside well being</p>	<p>Break and lunch club available to support children with SEMH and emotional regulation</p> <p>Regular communication between SLT and Family Liaison Officer- Close monitoring of children with attendance below 95% - Automated letters sent out to identify decrease in attendance early so that home and school can work collaboratively to work out how to help to ensure child can attend.</p> <p>Dojo communication – Portfolios sharing positives of the school day and giving talking point at home.</p> <p>Regular meetings with School Inclusion Lead.</p> <p>Drop Ins with Family Link Worker.</p> <p>Robust systems in place to follow County attendance procedures working closely with Inclusion Lead.</p> <p>EYFS Feeder settings, picnic, EYFS lead to offer early help support which is not out there – toileting, sleep, early language</p>	£10,000
<p>Priority 2</p> <p><b>Improving parent support and</b></p>	<p>Family Liaison Officer to improve parent support, attendance and engagement alongside Vulnerable Identified Pupils Leader.</p> <p>Regular open classrooms to share with parents what is being taught and to celebrate achievements to promote a working in partnership relationship between school and parents.</p>	£10,000

<p><b>engagement</b></p> <p>PPD families communication with school strengthens and therefore attendance</p> <p><b>Attendance</b></p> <p>Attendance of targeted PPD eligible children improves and is in line with that of other children.</p>	<p>Weekly come and read sessions in Eden and Reception</p> <p>Meet the teacher session to build relationship with parents. Workshops throughout the year delivered by teachers.</p> <p>MHST workshop/coffee morning delivered for parents – Sleep difficulties, supporting your child’s anxiety. Handouts are provided to parents about local support in the community.</p> <p>Parental engagement session for teachers on INSET.</p> <p>Inviting parents in for events across the school year e.g. Sports Day, Reading, Mental Health Week, Class workshops following trips.</p> <p>Dojo communication – Whole class/school story, portfolios. Staff to be seen to be approachable by being proactive.</p> <p>Shared consistent ZoR language used by staff and parents.</p> <p>Drop ins with Family Link Worker. This is to signpost support in the local area and identify if wider support is needed. Referrals to Early Help can be a result of these drop ins with parent agreement.</p> <p>Family Liaison Officer is a member of the Chesil Locality Local Alliance Group who meet regularly. Any relevant information is shared with parents on dojo, Arbor and passed on to parents who meet with the FLO.</p> <p>Member of staff is the local counsellor who supports parents within the school community and wider.</p> <p>Links and signposting is provided to parents about services and charities who are available to parents who would like someone to talk to and listen such as Family Lives.</p> <p><b><u>The Westham Support Fund</u></b></p> <p>The Westham Support Fund is a charity organised through St Paul's Church to support people living within the Parish or who go to school there who are in need. Families with children at Beechcroft St Paul's are regularly supported by it. We are pleased that one of our governors is a trustee- <a href="https://www.stpaulsweymouth.org/help/westham-support-fund">https://www.stpaulsweymouth.org/help/westham-support-fund</a></p> <p><b><u>The Nest</u></b></p> <p>The Nest is a community social supermarket based in Westham to support families and individuals with limited disposable income- <a href="https://www.thenestweymouth.co.uk/">https://www.thenestweymouth.co.uk/</a></p> <p><b><u>Family Matters</u></b></p> <p>Family Matters in Weymouth is a charity that supports families that are experiencing hardship and provide items for babies and pre-schoolers - <a href="https://www.weymouthtowncouncil.gov.uk/wp-content/uploads/2019/11/Family-Matters-Flier.pdf">https://www.weymouthtowncouncil.gov.uk/wp-content/uploads/2019/11/Family-Matters-Flier.pdf</a></p> <p><b><u>Family Information Directory</u></b></p> <p>Dorset Council's Family Information Service's 'Family Information Directory'. There are 89 organisations listed in Weymouth (from this link, under 'Narrow your results' and</p>
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	<p>'location', click 'Weymouth').  <a href="https://familyinformationdirectory.dorsetcouncil.gov.uk/kb5/dorset/fsd/results.action?familychannel=400&amp;term=&amp;sorttype=field&amp;sortfield=title">https://familyinformationdirectory.dorsetcouncil.gov.uk/kb5/dorset/fsd/results.action?familychannel=400&amp;term=&amp;sorttype=field&amp;sortfield=title</a></p> <p><b><u>Help and Kindness</u></b></p> <p>The 'Help &amp; Kindness' website. This shows helping community organisations in Dorset, but is mostly focused on those in Weymouth (where 208 organisations/services are listed).  <a href="https://www.helpandkindness.co.uk/search/dorset/weymouth">https://www.helpandkindness.co.uk/search/dorset/weymouth</a></p> <p><b><u>Drop in Portland</u></b></p> <p>The drop in Portland is an independent Youth Service supporting the young people on the island aged 8 - 21 years.  The Drop In is a safe and inclusive environment for young people to build self confidence and compassionate relationships with peers.  <a href="https://www.thedropinportland.com/">https://www.thedropinportland.com/</a></p> <p><b><u>Youth clubs and groups</u></b></p> <p>List of events and support  <a href="https://dorsetyouth.com/projects/youth-clubs-groups/outofschool/grid/any/0/238/-1/undefined/any/youngPeople/undefined/undefined/1?q=">https://dorsetyouth.com/projects/youth-clubs-groups/outofschool/grid/any/0/238/-1/undefined/any/youngPeople/undefined/undefined/1?q=</a></p>	
<p>Priority 3</p> <p><b>Financial support/ Personal Development</b></p> <p>PPD children receive support for trips, clubs, uniform and food.</p>	<p>Financial Support given for school trips, clubs, uniform and food to promote inclusion, raise self-esteem and develop a sense of belonging.</p> <p>Personal Development offer at Beechcroft See website:  <a href="https://www.beechcroft.dsat.org.uk/personal-development-and-british-values/">https://www.beechcroft.dsat.org.uk/personal-development-and-british-values/</a></p> <p>Information is provided to parents about clubs available in the community. External providers provide clubs in school which children can continue out of school.</p> <p>Signposting to parents about Dorset Council holiday activities free of charge for children and young people who receive benefit- related free school meals –  <a href="mailto:holidayactivities@dorsetcouncil.gov.uk">holidayactivities@dorsetcouncil.gov.uk</a></p> <p>Bagel Breakfast club available every morning for children to access before entering the classroom to learn.</p>	<p>£23,525</p>

<p>Priority 4</p> <p><b>Emotional Support</b></p> <p>Children who require emotional and sensory support receive timely interventions through trained and qualified staff.</p>	<p>Train all staff in zones of regulation and sensory within the classroom to ensure children are ready to learn. Targeted interventions planned for and delivered.</p> <p>Full time Family liaison officer to support children when required with their emotions. Developments of a nurturing space 'The Nest,' developed.</p> <p>Emotional support provided by ELSA practitioners. Training another member of staff to deliver ELSA.</p> <p>Whole School approach to Zones of Regulation – INSET for all staff, weekly whole school sessions to deliver the ZoR, class teacher sessions for ZoR.</p> <p>Introduction of the Trick Box – taught EYFS –Year 6 so children learn a set of 'tricks' to support them with their regulation.</p> <p>Interventions delivered; Zones of regulation, Lego therapy, Talkabout, Language for Behaviour to support children with their emotional regulation.</p>	<p>£6,000</p>
<p>Rationale (data/research)</p>	<p>Research from the National Coalition for Parent Involvement in Education shares that “no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behaviour and adapt well to school.</p> <p>Children are not ready or in a place to learn without emotional well-being and the ability to self-regulate. EEF report states that social and emotional learning interventions provide +4 months impact and behaviour interventions +3</p> <p>EEF Recommendations 5 and 7.</p>	
<p>Barriers to learning these priorities address</p>	<p>Improving attendance and readiness to learn for the most disadvantaged pupils.</p> <p>Parental Engagement</p>	
<p>Projected total spending</p>		<p>£49,525</p>

*Projected spending must equate to the amount of funding allocated.*

### Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Embed curriculum developments that were introduced in the previous academic year. Ensure that curriculum is adapted to meet our pupils' needs.	<p>Use of INSET days and additional cover being provided by senior leaders.</p> <p>Team teaching opportunities.</p> <p>Frequent monitoring and check ins.</p> <p>Use the CPD provided by CUSP to support understanding and implementation.</p> <p>Use CUSP writing CPD to compliment DSAT CPL on Early Writing.</p> <p>Train new KS1 teachers in Sounds Write Phonics.</p>
Targeted support	<p>Ensure consistent approach used by all staff. Shared language across the school.</p> <p>Links between targeted support and classroom learning.</p> <p>Teacher's accountability for the outcome of interventions.</p>	<p>Training delivered by EP and Specialist teachers.</p> <p>Reviewed and revisited during school year by SENCo and staff in CPD sessions.</p> <p>Monitoring of impact of intervention on Edukey.</p>
Wider strategies	<p>Engaging the families facing most challenges to improve attendance</p> <p>Anxieties of children makes it difficult for them to enter the school building at the start of the day</p> <p>Parental engagement</p>	<p>Meetings held with parents. FLO to work closely with LA Inclusion lead.</p> <p>Whole school zones of regulation teaching. INSET for teachers.</p> <p>Parent workshops being delivered across the year by teachers.</p> <p>SENCO organising termly coffee mornings inviting professionals in to provide support- MHST, Speech and Language, Specialist Teachers.</p> <p>Quiet space provided during lunch time for all children.</p>

**Review: last year's aims and outcomes**

Aim	Outcome
Progress in Reading and Writing	Reading shows good progress, with a consistently followed approach to lessons and high quality texts. Phonics scores are in line with national as are end of KS2 results. Engagement with home reading has improved.

	<p>New Curriculum is being embedded and beginning to have an impact. Supporting teachers with planning sequences of writing addressing need and gaps is main priority of CPL. Staff have a greater understanding of Early and Novice writers. Embedding support strategies for these pupils further up the school is a priority.</p> <p>Teachers have implemented teaching sentences effectively and this needs to continue to be embedded. Pupils are scoring higher in SPAG assessments but this is not always coming through in independent writing.</p> <p>There remains a disparity in assessment of writing with some teachers leaning towards a best fit approach and ignoring poor spelling and handwriting.</p> <p>Teaching editing and redrafting is major priority. Pupils need more conferencing and feedback. Pupils are very reliant on the class teacher highlighting errors. As a result, the work improves but the learner doesn't so mistakes are repeated.</p>
Progress in Mathematics	<p>Mathematics remains an area of key focus. Progress was not as strong in this area, with poor fluency and arithmetic skills letting children down. In the maths SAT (KS2), children were more successful than the previous year. Attendance was an issue for some of those who did not pass with two others joining mid-year. The children made good progress. Arithmetic paper remains a focus along with ensuring greater curriculum coverage. The Y4 MTC showed that some children were not sufficiently fluent and did not reach the expected despite a more structured curriculum and regular teaching. 47% PP and 85% no PP passed the MTC</p>
Phonics	<p>Year 1 phonics was below national average. Disadvantaged children did slightly worse than their peers, but the quality of teaching and fidelity to a high quality phonics programme were evident. With additional support from February the group made rapid progress achieving 64%. 89% of children left KS1 with passing Phonics. This was in line with last year. We have narrowed the gap and reduced the numbers entering KS2 without Phonics. Those who have not achieved continue to have additional support.</p>

	<p>Across KS2, historic phonics weakness remains an area of focus for intervention, teacher training and quality first teaching this year. Intervention has had an impact and the numbers have greatly reduced. Those who are not yet at the standard have issues with attendance or are new to school and are being support FLO alongside inclusion lead.</p>
Other- Attendance	<p>Attendance has been an area of focus and will continue to be this year. In some year groups, there is direct correlation between poor attendance and poor progress. The FLO has worked closely with the HT and these families, many of whom are very hard to reach. A clear process is now followed with clear action plans. Attendance meetings are now scheduled every 3 weeks as part of SLT. A good relationship has been established with the Local Authority Attendance Office.</p>