

Pupil premium strategy statement – Milborne St Andrew First 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	Milborne St Andrew First School
Number of pupils in school	43 pupils
Proportion (%) of pupil premium eligible pupils	28% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
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	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of Intent

Our Vision Statement:

At Milborne, we nurture and celebrate each unique child.

We pride ourselves on ensuring our whole community feels seen and heard.

We live this through our school values of 'Respect for All.'

Through kindness and reflection, we show respect for Self, Others and our World. Our children ask themselves 'What seeds will I sow today?'

The dandelion is a symbol of childhood hope, and we hope to empower every member of our school community to make the world a better place.

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 nurture and celebrate each unique child. 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 (50% of the pupils eligible for Pupil Premium funding are also on our SEND register).

We will aim 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 give feedback to the pupils which is both child friendly and informative of next steps; this will support children's development whilst promoting high expectations for reading, spelling, punctuation and presentation. Continued development of phonics, reading and arithmetic fluency through high quality CPD for staff, 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 throughout their time at Milborne. We aim for pupils leaving Milborne St Andrew First School to read, write and apply arithmetic skills fluently, so they are able to transition successfully into middle school, 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 ongoing improvement of SEND processes 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 several new members of staff to the school this academic year and one member of teaching staff is an ECT. 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 (Particular focus Phonics and Multiplication):</u></p> <ul style="list-style-type: none"> • In previous years, phonics knowledge acquisition, in Reception and Key Stage One, has been below expected standards. Our end of year phonics attainment data for 2024-2025 was considerably below national standards. Low levels of reading ability by the end of Key Stage One results in children struggling to access the full curriculum in Key Stage Two. • Children in Key Stage Two will often say that they don't like reading; reading for pleasure in the older year groups needs to be a focus. • Historically, multiplication check results have been considerably lower than the national standards. Good arithmetic, in particular multiplication knowledge forms the basis for pupils ongoing success in the Key Stage Two curriculum beyond year four and is therefore a focus for the school this academic year.
3	<p><u>Early Communication and Language skills:</u> There has been a significant increase in Speech and Language development needs over recent years. 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 multiplication.</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>Teaching is of consistently high quality – (particularly phonics, reading and multiplication skills); this will be monitored through work scrutiny, observations, pupil voice.</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>Whole school monitoring systems will focus on disadvantaged pupils. Any gaps in learning are identified quickly and are acted upon; these are tackled in class and, where necessary, through targeted interventions.</p> <p>Interventions demonstrate accelerated progress – this will be measured through initial and end point assessments.</p> <p>Pupils will make at least expected progress during the year in reading, writing and maths, in line with their peers:</p> <ul style="list-style-type: none"> • Pupils who are judged to be behind the age-related expectations at the beginning of the academic year will make accelerated progress. The gap will begin to close. • The percentage of pupils leaving EYFS reaching the expected standard in phonics (via RWInc assessments) and reading (assessed via the EYFS profile) will be in line with their peers. • Pupils in Year 1, taking the phonics screening check will achieve in line with their peers. • Pupils in Year 2, assessed at the end of KS1 will achieve in line with their peers. <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>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>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. A recommended reading list will be developed across the school to encourage children to access a diverse range of genres and authors throughout their time at school.</p>
<p>Good early communication and language skills are secured for all pupils. Vocabulary development is a focus for all pupils (linked to SDP).</p> <p>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>Most pupils entering Reception class 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, prior to entering reception year.</p> <p>Children in KS2 can use a range of subject specific (e.g. maths vocab or related to the wider curriculum topics studied). The development of vocabulary in all areas, not just subject specific, will improve.</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>Self-regulation techniques are taught to children and are consistently used across the school. When talking to pupils, they can explain ways to self-regulate and how this helps their learning.</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.</p> <p>There are increased opportunities for parents to learn how their children are taught e.g. maths, reading and phonics workshops.</p>

	<p>Books at Bedtime reading sessions will be introduced 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment / Planning</p> <p>Teacher assessments will be used to plan future learning for pupils. Assessments in Phonics/spelling (RWInc), Reading, Writing and Maths will be completed.</p> <p>Termly MAT summative assessments to support teacher assessment undertaken every term.</p> <p>Staff meetings will focus on how to use the results obtained to prioritise need and plan in class and targeted interventions. Pupil Progress meetings will be used to plan and monitor the impact of these interventions and to plan for next steps.</p> <p>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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback (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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send (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><u>Quality of Education:</u> Ensuring that all pupils have access to quality first teaching</p> <p>Staff CPD will be linked to staff development needs and to support quality first teaching. These have been identified at Pupil Progress Meetings, where teachers have made use of pupil data and their knowledge of the needs of their class.</p> <p>Support and CPD will be used to ensure that all staff are supported to deliver high quality teaching and school-wide systems consistently, while managing staff workload.</p> <p>Prompt and praise books, for all staff, will help to support this process through regular feedback and support opportunities. Additional release time will be given for staff to read and research.</p> <p>Less experienced staff will be supported by SLT through the ECF. They will receive additional release time, mentoring and training.</p> <p>Release time will be provided to subject leaders to monitor their subjects and to provide support for colleagues.</p>	<p>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>https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p> <p>John Dunford (Pupil Premium Champion 2013-15) stresses the importance of high-quality teaching and the impact it has on disadvantaged pupils: "Evidence tells us that excellent teaching disproportionately benefits disadvantaged pupils. So high quality teaching must be at the core of all pupil premium work." https://teaching.blog.gov.uk/2016/05/11/a-self-improving-school-system-looking-out-not-up/ (accessed 11.11.24)</p> <p>Ensuring that each child receives the provision best suited for them through the guidance of quality first teaching will allow for our pupils to achieve in line with peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send (accessed 21.11.25)</p>	<p>1, 2, 3, 4</p>
<p><u>Read Write Inc</u></p> <p>Purchase of two-day, face to face and online training package for staff CPD:</p> <p>This will ensure all staff (Teachers and TAs) teaching RWInc groups have all had access to high quality training; they have been trained</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>1,2,5</p>

<p>by RWInc trainers and are able to access training throughout the year. RWInc training will also be offered to our local pre-school.</p> <p>A face-to-face development day and ongoing support from the English Hub will support the RWInc leader to plan for future training needs of staff and plan for the purchase of new materials.</p> <p>Purchasing of additional resources to support the RWInc scheme; some resources will be used to support parental understanding. RWInc sessions will be used to provide parents with information about the scheme and how they can support their child's reading development at home.</p> <p>Staff confidence and practice will be monitored by the HT, English Hub and 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>Phonics Toolkit Strand Education Endowment Foundation EEF (accessed 19.11.25)</p>	
<p><u>Communication and Language development</u></p> <p>Autism Education Trust training will be used to increase staff understanding of supporting children with autism and autistic traits and to develop 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 .</p> <p>Strengthening relationships with our SaLT team will be a priority. Targeted SaLT training for EYFS staff (Sound Gym) 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>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches?utm_source=/early-years/toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=communication (accessed 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 and SENCo will support this.</p>	<p>3, 4</p>

<p>Writing Support</p> <p>Re-purchase of resources for all class staff for 'Literacy Tree'.</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 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 and https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 (accessed 22.11.25)</p>	<p>1, 2, 5</p>
<p>Fluency in arithmetic skills (Multiplication)</p> <p>We will provide release time for teachers to attend targeted CPD and to enhance arithmetic fluency.</p> <p>A system for monitoring and supporting multiplication development will be implemented across the school. A multiplication development curriculum will be developed.</p> <p>This will be supported by the purchasing and use of TT Rockstars, times tables packs and attainment certificates across the school.</p>		
<p>Additional TA support</p> <p>TA support available for all classes, to provide support for pupils with high levels of need. This includes reading, maths, handwriting and spelling interventions as well as support for communication and language.</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>If TA support is targeted to the needs of pupils, it can be impactful.</p> <p>The EEF toolkit suggests that support from TAs can provide additional 4 months (average) progress for pupils over the year.</p> <p>Highly trained TAs who deliver specific interventions and support for pupils are considered the most effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (accessed 11.11.24)</p>	<p>2, 3, 4</p>

CPD for TAs (outlined above) in writing, phonics and communication and language programmes.

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Targeted support for children who have SaLT programmes</u> Children will receive support from a TA each week, working on their individual targets and programmes. The TA will liaise with the SALT team, class teacher, SENDCo and parents to ensure a cohesive approach.</p> <p>Support from SaLT under the new 'Balanced System' will provide additional support in school from therapist and inform training needs of staff. SaLT CPD includes traded and non-traded training. This will include Sound Gym and Attention autism.</p>	<p>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (accessed 11.11.25)</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: https://pathway.thebalancedsystem.org/ (accessed 11.11.25)</p>	<p>3, 4, 5</p>
<p><u>Use of Wellcom to support the acquisition of early communication and language skills in EYFS</u> Continued use of this programme 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 reception.</p> <p>Sound Gym intervention sessions will run in reception classes (12 sessions) focusing on developing early language skills (alliteration, rhyming, pattern in speech). The sessions 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (accessed 22.11.25)</p> <p>At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in Eng at age 11.</p>	<p>3,5</p>
<p><u>Additional phonics sessions targeted at disadvantaged pupils who require further support.</u></p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment by 4 months (average):</p>	<p>2,5</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>Staff will be provided with time to liaise directly with parents, helping them to better support their children at home.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction (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>	
<p>Additional reading support (focus on comprehension and fluency)</p> <p>Regular additional 1:1 reading will be provided for pupils in Years 1 to 4 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.</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>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) for specific learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (accessed 22.11.25)</p> <p>Peer mentoring can have two months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring (accessed 22.11.25)</p>	2
<p>Additional Maths support</p> <p>Focussed maths intervention will be provided based on needs analysis from teacher assessments.</p>	<p>Mathematical fluency is one of the key aims in the National Curriculum. It is very difficult for children to progress without a secure understanding of these basic facts. Small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (accessed 22.11.25)</p>	2

<p>Parental engagement and support</p> <p>A review of homework will be conducted in the Spring Term 2026 and will involve parents and carers. Parent welcome meetings for each class (next Sept) will take place to ensure parents understand homework expectations for the class/year group.</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>Improved Topic maps (knowledge organisers) will be shared with parents in advance of each half term and will include key vocabulary and dual coding to support learning at home. These will be implemented across all year groups.</p> <p>Parent consultations will be held 3 times per year to keep parents fully updated of their children progress. Non-attendees followed up. Additional sessions for those on the SEN register will be held with the class teacher and SENCo at the end of each term to review targets and plan next steps. Regular phone calls home 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>SENCo and Head Teacher morning coffee/drop-in sessions throughout the year will provide additional information to parents who can attend.</p> <p>Additional workshops for parents focusing on behaviour, homework, maths and SEN will aim to provide parents with information to help them support their children's learning and additional needs at home.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement (accessed 22.11.25)</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>	<p>5</p>
--	---	----------

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing and Self-regulation (including Early Help support)</p> <p>A whole school approach to well-being will be focused on building resilience, self-regulation and behaviour for learning. Self-regulation strategies will be part of daily practice.</p> <p>Staff will model the language of ‘growth mindset’ and key vocabulary will be shared across the school.</p> <p>DSL and DDSL to work with family link worker to provide Early Help interventions as needed, based on individual family needs.</p> <p>Staff will work closely with parents and wider family to ensure they understand how best to support their child/ren.</p>	<p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>EEF Toolkit – Metacognition and self-regulation +7 months additional progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation (accessed 22.11.25)</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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (accessed 22.11.25)</p>	<p>4,5</p>
<p>Improving school wide systems for SEND</p> <p>Updating processes and developing understanding of SEND for teaching staff.</p> <p>SENCo to work with TAs in developing capacity to support children in school.</p> <p>Whole school staff will undertake AET training in 2026.</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: https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf (accessed 22.11.25)</p> <p>The EEF also state the importance of quality CPD: https://educationendowmentfoundation.org.uk/news/maximising-professional-development#:~:text=What%20does%20the%20evidence%20state,in%20better%20learning%20for%20pupils (accessed 22.11.25)</p>	<p>1, 3, 4, 5</p>

	Through training our staff, we will be better placed to support the children who are most disadvantaged.	
<p><u>Additional access to rich reading materials</u></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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 (accessed 22.11.25)</p>	1,2,5
<p><u>Supporting Attendance</u></p> <p>Attendance and time keeping of disadvantaged pupils will be monitored closely and barriers to attendance addressed, through regular discussions with parents.</p> <p>DDSL will monitor attendance of all pupils, day to day and will liaise with locality inclusion team.</p> <p>DSL and DDSL will engage the Early Help team, including the school family link worker to offer support strategies as appropriate.</p> <p>HT to engage with key parents to find creative and bespoke solutions that address individual barriers to attendance.</p> <p>Offering free breakfast club sessions to give identified pupils, eligible for PP funding, a positive start to the day that enables them to transition effectively into school.</p> <p>Key pieces of school uniform supplied for all disadvantaged pupils.</p>	<p>It is evident that children with strong attendance are more likely to make good progress. Likewise, poor attendance generally leads to children not fulfilling their potential.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042449 (accessed 19.11.25)</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>	6
<p><u>Enabling pupils to be active participants in the wider school community</u></p>	<p>Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to develop important life skills such as leadership, teamwork and co-operation. Although the EEF identify only a month's progress, the skills learnt here will support a child through life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity (accessed 22.11.25)</p>	7

<p>Day trips and residential visits will be subsidised for disadvantaged pupils to be able to take part.</p> <p>A 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>EEF Toolkit – Arts Participation = +3 months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation (accessed 22.11.25)</p>	
--	---	--

Total budgeted cost: £

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

Pupil premium strategy outcomes

Intended outcome	Success criteria
Managing Behaviour and Emotions -Children are able to understand, label and manage their own emotions	<ul style="list-style-type: none"> • Mental Health Lead will have established and be implementing action plan JW is Mental Health Lead – there is a mental health action plan • Curriculum includes teaching of self-regulation through values led approach and explicit teaching -These approaches are not consistently used across the school (obs SLT Autumn 25) • Incidents of behaviour outbursts will be reduced and not impact on other children as all children will have strategies for regulation. • Children use strategies to support them such as breathing, time out, counting to 10, Trickbox, co-regulation, Zen Den time, sensory circuits and movement breaks These approaches are not consistently used across the school (obs SLT Autumn 25) • Focus children will have received interventions tailored to needs Some focus pupils have tailored interventions • I Can Problem Solve & Trickbox taught in all classes These approaches are not consistently used across the school (obs SLT Autumn 25)
Attendance and Punctuality	<ul style="list-style-type: none"> • Breakfast club used to get children into school settled, fed and in good time Not seen by SLT in Autumn Term • Support with uniform and trips where needed This has been implemented • Funding for attendance at clubs - sport, art & wrap around This has been implemented • TAFs to support families who are experiencing barriers to good attendance This has been implemented and is having some positive effects on focus families.
Social and Emotional Mental health	<ul style="list-style-type: none"> • Use Trickbox / Cosmic Yoga in class for calming • Hamish and Milo interventions used successfully with targeted small groups • Harmony Health to develop awareness of own mental health (staff and children) • Staff training with Mental Health Lead (see action plan). • Recognise Harmony Stop as a way to check in with how we are feeling • Register - emotional check-in (KS1) <p>These approaches are not consistently used across the school (obs SLT Autumn 25)</p>
Attachment	<ul style="list-style-type: none"> • Trauma informed Practice seen throughout the school • Therapeutic Thinking School action plan implemented • Paul Dix strategies and systems in use such as Recognition Boards, routines, visible consistencies revisited • Co-regulation strategies throughout school <p>A therapeutic approach is used however this is not consistently used across the school. Recognition boards and a whole school recognition system need to be developed (obs SLT Autumn 25)</p>
Life experiences	<ul style="list-style-type: none"> • Trips planned at the start of topics • Eco club work - this needs to be rekindled in Spring 26

	<ul style="list-style-type: none"> • Year 4 Ambassadors to gain responsibilities in final year - to be developed 25-26 with reading buddies and growth mindset • School diaries and reading record - reading records are used but this is not yet consistent • Residential trip for all at Y4 - all year four children will attend the residential in Spring 26 • Regular class trips to our local partner farms - Wessex Wild and Whiteways Sporting fixtures arranged with other schools eg. DRFC Rugby Festival • Improved lunchtime provision to ensure this is a calm and enjoyable part of the day - new equipment was purchased but consistent systems for use need to be developed across the school. • Lunch time clubs available to all • Musical instrument tuition for all - some children take part in music tuition through Wessex Music • External visitors/learning partners link to school to support learning – OTB regularly visit school
Low expectations of reading and writing	<ul style="list-style-type: none"> • Develop Continuous Provision and Metacognition to increase independent learning skills – the focus of teaching in KS1 has changed due to new SLT • Super Sonic Phonic Friends scheme to be embedded and workshops for parents/families to engage in school • Clear expectations of reading at home and in school, including completing the child’s reading record embedded • Explicit class teaching of texts, including use of Reading Eggs Library online • Bookbags/folders to promote respect and value for books and promote good learning habits learning • Talk for Writing embedded in all classrooms - the focus of teaching in KS1 has changed due to new SLT • Reading culture established, with high-quality texts for pleasure and across areas of curriculum – partly achieved but still to be developed • New library at the heart of the school – a new library is in place but still needs refining <p>A new phonics scheme will be implemented in 25-26 due to poor phonics and reading standards. Use of RWInc phonics and Talk Through Stories will promote reading as the key to knowledge.</p>
Poor vocabulary range	<ul style="list-style-type: none"> • Explicit class teaching of texts and topic related vocab • Vocabulary listed on Knowledge organisers for pupils and parents • Maths stem sentences embedded • Music stem sentences used through new model music curriculum • High-level vocabulary used across the broader curriculum • Use the language of the Harmony Approach to help link learning to nature and create deep connections and revitalise less used words (Lost Words) • Assemblies to provide the opportunity to link values, personal development to high-quality text and exposure to high-level vocab in meaningful contexts <p>These approaches are not consistently used across the school (obs SLT Autumn 25) - focus for vocabulary development is linked to new SDP.</p>
Implementation of the Harmony Approach will enable us to secure a meaningful curriculum with lifelong impact, so we are focussing on	<ul style="list-style-type: none"> • Progression sheets developed to inform long/medium-term planning • Knowledge organisers shared half-termly – This has been implemented

looking at all the work done to date through a Harmony lens to bring depth, enrichment and high expectations for all.

- Monitoring in lessons focussed on memory and information retrieval, quality feedback and scaffolding.
- Linking learning to what children need to know for their future
- Harmony explored and shared with families
- Children are able to articulate their Harmony journey.

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	
Reading Eggs/Mathseeds	Talk for Writing
Dorset Reading Partners	WellComm - GLS
Charanga / Sing Up - Dorset Music Service	Therapeutic Thinking – Dorset Council
Tapestry	White Rose Maths
Motional	Words First
SCARF	Trickbox
Hamish & Milo	The Harmony Project
Jurassic Maths Hub	Super Sonic Phonic Friends
Curious Quests and Drawing Club -Gregg Bottrill	