

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This statement forms part of a three year strategy from 2021-2024.

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	Bayside Academy
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 (year 3 / 3 year strategy from 2021-2024)
Date this statement was published	14 th November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alex Prout (Director of Primary Education, AAT)
Pupil premium lead	Matt Vernon (Principal, Bayside Academy)
Governor / Trustee lead	Rob Schofield (AAC) Caroline Sard (Trustee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,950
Recovery premium funding allocation this academic year	£20,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£210,105

Part A: Pupil premium strategy plan

Statement of intent

At Bayside Academy, our vision is to 'Empower and Enable' our pupils within our mantra 'High Expectations lead to High Achievers'.

We are committed that our disadvantaged pupils will achieve at least in line with non-PPG entitled pupils across the range of school life, with two clear foci: academic achievement and personal development. We have set our priorities based on clear evidence from the previous academic year, both in terms of academic achievement and wider personal development, including attendance data.

Academic Achievement

Disadvantaged pupils arrive at school with lower starting points and require a wide range of support in order to accelerate their progress to obtain in line with non-PPG entitled pupils. Long term strategies focus on high quality teaching and learning and specific intervention:

- A clear focus on effective teaching and learning to support accelerated academic progress:
 - Wide ranging CPD opportunities for staff, both internally and from external providers
 - Specific mentoring and coaching for teaching staff both internally to the academy and externally
 - Sustaining strategic leadership specifically for teaching and learning
 - Developing outstanding leadership for all leaders
 - Focussed training and 1:1 learning for staff based around specific SEND
 - Partnership work with other schools and providers

- Specific intervention in key areas to support pupils from disadvantaged backgrounds:
 - Speech and language intervention from Speech and Language therapist, focused on the early years
 - Wide ranging group / individual intervention through trained teaching assistants (with a particular focus on writing following analysis of outcomes from 2022-2023 academic year)
 - Additional support within learning, adapting provision to ensure inclusive access

- Wider support to support, develop and enhance curriculum learning:
 - Online software to promote reading and numerical fluency at school and at home
 - Subsidising educational experiences to provide regular experiential learning across the curriculum
 - Specific resourcing within the curriculum

Personal Development

Disadvantaged pupils have lower aspiration and resilience within learning. Long term strategies focus on the personal development required to obtain future success:

- Wide ranging support from a skilled Inclusion team including full-time pastoral support
- Continued development of learning experiences both on site and externally to the school in order to support knowledge development, aspiration and ambition
- Individual support including counselling for disadvantaged pupils who are identified in need of mental health support through liaison with external agencies and private provision where required
- Heavily discounted residential experiences for all pupils in key year group to develop independence, resilience and inter-personal collaboration
- Employment of a curriculum enrichment leader to widen extra-curricular opportunities available: focus on ensuring participation of disadvantaged pupils.
- Planned curriculum time for each year group to participate in cookery lessons, with a focus on healthy eating as well as specific cookery skills
- Support to access grammar school testing successfully with additional measures to ensure places applied for where appropriate
- Additional support to manage transitions to secondary school education
- Specific support to improve attendance from attendance officer

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Low Starting Points</p> <p>Pupils enter school with lower levels of achievement across the range of the EYFS framework, particularly within Speech and Language / Communication.</p>
2	<p>High Level Of Impact From School Disruption As A Result Of Covid-19</p> <p>Although progress has been made, a significant number of disadvantaged pupils remain behind of chronological expectations across the curriculum.</p>
3	<p>Family Challenge</p> <p>Pupils are more likely to suffer from a variety of challenges within their home environment statistically and are more likely to be subject to planned intervention from Children's Social Care.</p>
4	<p>Low Aspiration</p> <p>Pupils demonstrate lower aspirations in the short, medium and long term. This includes aspiration for schooling in selective establishments.</p>
5	<p>Lack Of Parental / Family Support</p> <p>Pupils are less likely to complete home learning activities and be supported in wider learning when out of school.</p>
6	<p>Lower Access To Wider Experiences</p> <p>Many pupils do not have access to wider life experiences that support curriculum learning and personal development.</p>
7	<p>Persistent Absence</p> <p>Pupils are more likely to be absent statistically, resulting in lost learning time and slower academic progress.</p>
8	<p>SEND</p> <p>Pupils are more likely to have a SEND need, including related to SEMH, which can require additional adaptations and interventions to ensure that progress is made in school. In September 2022, the difference between non-PPG and PPG children registered with SEND was 11% (29% of PPG entitled pupils also being registered with SEND).</p>
9	<p>Health Needs</p> <p>Pupils are more likely to have health needs, including in relation to healthy lifestyle choices.</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																											
Accelerate progress in learning following disruption to education due to Covid-19	<ul style="list-style-type: none"> 100% of disadvantaged pupils in years 1-6 make at least expected progress in Reading, Writing and Maths. Specific attainment targets met for disadvantaged pupils: <table border="1"> <thead> <tr> <th>Measure</th> <th>% achieved</th> <th>Change from 22-23</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>60</td> <td>↑</td> </tr> <tr> <td>Phonics (Y1)</td> <td>77%</td> <td>↑</td> </tr> <tr> <td>KS1 Reading</td> <td>76% EXS 41% GDS</td> <td>↑ ↑</td> </tr> <tr> <td>KS1 Writing</td> <td>71% EXS 12% GDS</td> <td>↑ ↑</td> </tr> <tr> <td>KS1 Maths</td> <td>71% EXS 18% GDS</td> <td>↑ ↑</td> </tr> <tr> <td>KS2 Reading</td> <td>85% EXS 31% GDS</td> <td>↑ ↑</td> </tr> <tr> <td>KS2 Writing</td> <td>88% EXS 12% GDS</td> <td>↑ ↔</td> </tr> <tr> <td>KS2 Maths</td> <td>88% EXS 31% GDS</td> <td>↑ ↑</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 30% of disadvantaged pupils in years 1-6 make accelerated progress in Reading and Maths. 50% of disadvantaged pupils in years 1-6 make accelerated progress in Writing. 	Measure	% achieved	Change from 22-23	EYFS	60	↑	Phonics (Y1)	77%	↑	KS1 Reading	76% EXS 41% GDS	↑ ↑	KS1 Writing	71% EXS 12% GDS	↑ ↑	KS1 Maths	71% EXS 18% GDS	↑ ↑	KS2 Reading	85% EXS 31% GDS	↑ ↑	KS2 Writing	88% EXS 12% GDS	↑ ↔	KS2 Maths	88% EXS 31% GDS	↑ ↑
Measure	% achieved	Change from 22-23																										
EYFS	60	↑																										
Phonics (Y1)	77%	↑																										
KS1 Reading	76% EXS 41% GDS	↑ ↑																										
KS1 Writing	71% EXS 12% GDS	↑ ↑																										
KS1 Maths	71% EXS 18% GDS	↑ ↑																										
KS2 Reading	85% EXS 31% GDS	↑ ↑																										
KS2 Writing	88% EXS 12% GDS	↑ ↔																										
KS2 Maths	88% EXS 31% GDS	↑ ↑																										
Lower rates of Persistent Absence for PPG entitled pupils	<ul style="list-style-type: none"> Lower Persistent Absence by 3% each year: (2021-2022); (2022-2023); 2023-2024. By end of 2024, Persistent Absence for PPG pupils is in line with non-PPG pupils. 																											
Increase rates of Overall Attendance for PPG entitled pupils	<ul style="list-style-type: none"> Attendance for PPG pupils to be 95%+. Overall attendance for PPG and non-PPG pupils to be equal 2023-2024 academic year. 																											
Develop character and resilience in learning	<ul style="list-style-type: none"> 100% of lesson visits show consistently high attitudes towards learning. 																											

	<ul style="list-style-type: none"> • 100% of PPG entitled pupils in Years 2-6 attend a 3 day residential between 2021-2024. • 100% of PPG entitled pupils attend an after school club during each academic year. • Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards school and learning. • Overall attendance gap between PPG and non-PPG pupils decreases by 1.5% each year to be equal at the end of the 2023-2024 academic year; overall attendance for PPG pupils to be at least 95% 2023-2024.
<p>Develop high levels of engagement in learning and future education</p>	<ul style="list-style-type: none"> • 100% of lesson visits show consistently high attitudes towards learning. • Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards school and learning. • 100% of pupils transitioning to secondary are successful in maintaining educational provision each year. • Increase % of pupils both taking and passing the entrance test to grammar school by 5% each year over the next 3 years. 20% of pupils in Year 5 access grammar school test September 2024.
<p>Understand the importance of healthy lifestyles</p>	<ul style="list-style-type: none"> • 100% of pupils access at least 6 weeks of cookery lessons each year for the 3 years 2021-2024. • Qualitative data from pupil surveys and interviews demonstrates improved understanding of the importance of a healthy lifestyle. • Curriculum reviews demonstrate effective implementation of relevant elements within the Citizenship and Science curricula.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,000 (45%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning program and related CPD £40,000	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Include implementation of updated teaching handbook with associated whole staff, group and individual CPD to ensure consistency of practice for all pupils.</p> <p>(EEF guide to pupil premium following relevant research)</p>	1 2 4 8
Leadership development £25,000	<p>Effective leadership leads to effective teaching and learning, which in turn leads to effective outcomes for pupils.</p> <p>Direct impact of strategic lead for Teaching and Learning evident through lesson visit records.</p> <p>Mentoring and coaching of leaders has enabled success against specific leadership targets and goals, evidenced within school Raising Achievement Plan and 'Good' Grading from Ofsted in June 2022.</p> <p>Specific mentoring and coaching support to be implemented for all leaders 2023-2024.</p> <p>(evidence from National College for School Leadership)</p>	1 2 4 8
Partnership work with external professionals	Impact evident within Pupil Passports for SEND pupils following partnership	8

£4,000	work with external professionals, e.g. Speech and Language therapist, educational psychology professionals.	
Support well-being through development of staff Well-Being champion £4,000	Support for well-being of staff proven to lower absence rates and support staff retention. Absence rates during 2021-2022 and 2022-2023 lower than average for MAT. 1 new full time class teacher from September 2022 – current (Autumn 2023) demonstrates strategy supports teacher retention (noted as significant within EEF 'Menu of approaches')	1 2 4 8
Provide individualised learning environment for pupils with complex SEND £22,000	Develop specific provision for pupils with extremely complex needs. Implement bespoke curriculum to support academic development as well as the personal development required to access this learning. 2022-2024, 5 pupils to be placed with the 'Hive' provision, all within the Disadvantaged category. Widen capacity of provision to share specific strategies across the school to support pupils with SEND, with a particular focus on SEMH.	8

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

Budgeted cost: £63,000 (30%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide tailored academic intervention £48,800	Directed, focussed intervention leads to acceleration in key areas of learning. For example, interventions in phonics and reading led to significant improvements in phonics results in Year 1 and KS2 outcomes in reading in 2022-2023. Evidenced impact of additional support for pupils in EYFS receiving specific intervention, including NELI. 2023-2024,	1 2 4 8

	<p>additional adult support within EYFs to focus primarily on Speech and Language development following initial baselining of pupils. Specific SALT training with therapist to be completed by all support staff working in EYFS in addition to existing intervention.</p> <p>Writing intervention to be increased across the school following results in writing which were lower than in other subjects.</p>	
<p>Provision of diverse range of educational curriculum trips £10,000</p>	<p>Experiential learning widens pupils' exposure to both direct and future learning, fostering engagement and knowledge acquisition.</p> <p>Research suggests that school trips can support cognitive development of knowledge as well as associated learning, attitudes towards education and positive engagement. (Various)</p>	6
<p>Provision of e-learning platforms for both Reading (Reading Plus) and Maths (Mathletics) to foster reading and numerical fluency. £3,400</p>	<p>Online platforms for reading have proven effective in promoting reading fluency both at home and at school in Upper Key Stage 2. This is evidenced by the increased % of pupils achieving both the expected standard and higher standard in their end of Key Stage 2 outcomes.</p> <p>Mathletics is being engaged with by all pupils on a weekly basis. A focus on numerical fluency is supporting catch up within lessons and allowing pupils to achieve set learning goals. A direct impact is evident in the increased number of pupils passing their Multiplication Check and within the school's internal assessment data.</p>	1 2 5 8
<p>Provide transitional support for future destination schools £600</p>	<p>Enhanced transition allows specific pupils, particularly those with a variety of SEND needs / those with anxiety, to move to secondary school successfully. Associated planning of relevant adaptations and interventions to support children allows them to successfully manage their movement into the next phase of their education.</p>	7

	Impact is evidenced through successful transition for key pupils in the 2021-2022 and 2022-2023 academic years.	
Verbal reasoning tuition £200	Additional learning sessions related to verbal reasoning have supported children to access selective educational testing for grammar schooling. Numbers of pupils passing the grammar test and gaining placement increased in 2022-23 as a result of previous intervention.	4

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

Budgeted cost: £52,200 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support, including pupil well-being £26,000	Pupils have to feel safe and secure in order to learn effectively. Wide ranging support from an Inclusion Team, including full time pastoral support, allows pupils a stable platform from which to learn. 'Social and emotional skills support effective learning and are linked to positive outcomes later in life.' EEF menu of approaches	3 5 7
4 weekly attendance review processes and individual support for attendance £9,500	Rates of attendance for disadvantaged pupils remain lower when compared to non-disadvantaged pupils. Pupils within the disadvantaged group have higher rates of persistent absence compared to non-disadvantaged pupils. Following implementation of the 4 weekly attendance review process and other support in relation to attendance, the gap in attendance between disadvantaged pupils and non-disadvantaged pupils closed to under 2%.	7

Residential subsidies £1,500	Residential experiences foster resilience as well as independence and collaboration, promoting future success in education and beyond.	6
Outdoor learning and resourcing to support development of the 'practical' curriculum £500	Planned outdoor learning experiences, including the use of a forest schools approach, is proven to improve pupils' resilience through a range of activities, including controlled risk taking. Impact evidenced in improvement in attitudes to learning from Year 2 pupils who engaged with the pilot program in 2021-22 and from subsequent groups in 2022-23 (lesson visits / pupil survey). Pupil voice from disadvantaged groupings demonstrates positivity towards practical learning, including in D.T.: resources required to support development during 2023-2024 academic year.	2 6 7 9
Curriculum coordinator role £5,000	Widening provision for pupils to engage in a range of activities allows for the development of healthy lifestyles and personal interests, as well as allowing for positive social interaction and fostering belonging within the school community.	6 7 9
Resources for clubs and break times £1,500		
Cookery provision £7,600	Pupils are evidenced as trying a broader and more diverse range of tastes and textures through engaging with ingredients and preparing different dishes. Further evidence of pupils engaging in cookery within their home environments.	9
Provision of breakfast bagels £600	Evidence from EEF and Magic Breakfast of +2m from universal breakfast offer.	3 9

Total budgeted cost: £210,200

DRAFT

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year against the intended outcomes as detailed in the relevant Pupil Premium Strategy document.

Intended outcome	Success criteria	2022-2023 Impact																											
Accelerate progress in learning following disruption to education due to Covid-19	<ul style="list-style-type: none"> 100% of pupils' attainment in Reading, Writing and Maths is equal to or advanced of their last formal data collection point (EYFS / KS1). 100% of pupils achieving WTS/PKF judgements at EYFS/KS1 make accelerated progress (minimum 4TPs+) in Reading, Writing and Maths each year. Attainment gap between PPG and non-PPG pupils is narrowed by 5% each academic year in all year groups. 	<p><u>KS2 results</u></p> <p>Disadvantaged vs Non-disadvantaged progress from KS1 to KS2:</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>+0.3</td> <td>-0.5</td> <td>0</td> </tr> </tbody> </table> <p>Disadvantaged pupils made marginally higher progress than other pupils in Reading, with progress being marginally slower in writing, which needs to be a focus for development in 2023-2024.</p> <p><u>KS1 results</u></p> <p>Disadvantaged vs Non-Disadvantaged pupils attainment:</p> <table border="1"> <thead> <tr> <th>%</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>-4</td> <td>-15</td> <td>-13</td> </tr> <tr> <td>GDS</td> <td>+6</td> <td>0</td> <td>+6</td> </tr> </tbody> </table> <p>The achievement gap in writing and maths highlights the need to focus on these subjects in 2023-2024.</p> <p><u>Phonics</u></p> <table border="1"> <thead> <tr> <th>%</th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>52</td> <td>73</td> </tr> <tr> <td>Difference from 2022</td> <td>+27</td> <td>+37</td> </tr> </tbody> </table>	Reading	Writing	Maths	+0.3	-0.5	0	%	Reading	Writing	Maths	EXS	-4	-15	-13	GDS	+6	0	+6	%	Disadvantaged	Non-Disadvantaged	2023	52	73	Difference from 2022	+27	+37
Reading	Writing	Maths																											
+0.3	-0.5	0																											
%	Reading	Writing	Maths																										
EXS	-4	-15	-13																										
GDS	+6	0	+6																										
%	Disadvantaged	Non-Disadvantaged																											
2023	52	73																											
Difference from 2022	+27	+37																											

		<p>Further consideration for phonics development must continue to be a priority in the 2023-2024 academic year.</p> <p><u>EYFS</u></p> <table border="1" data-bbox="790 425 1364 577"> <thead> <tr> <th>%</th> <th>Dis.</th> <th>Non-Dis.</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>44</td> <td>68</td> </tr> <tr> <td>Difference from 2022</td> <td>+19</td> <td>+2</td> </tr> </tbody> </table> <p>Disadvantaged pupils come into school with significantly lower baseline achievement. This gap is being closed in reception. A continued emphasis on Speech and Language needs to be considered for the 2023-2024 academic year.</p>	%	Dis.	Non-Dis.	2023	44	68	Difference from 2022	+19	+2			
%	Dis.	Non-Dis.												
2023	44	68												
Difference from 2022	+19	+2												
<p>Lower rates of Persistent Absence for PPG entitled pupils</p>	<ul style="list-style-type: none"> • Lower Persistent Absence by 3% each year: (2021-2022); 2022-2023; 2023-2024. • By end of 2024, Persistent Absence for PPG pupils is in line with non-PPG pupils. 	<p>2023 attendance:</p> <table border="1" data-bbox="758 929 1401 1205"> <thead> <tr> <th></th> <th>Dis.</th> <th>Non-Dis.</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Overall Attendance</td> <td>93.41</td> <td>95.23</td> <td>-1.82</td> </tr> <tr> <td>Persistent Absence</td> <td>21.3</td> <td>12.63</td> <td>-8.67</td> </tr> </tbody> </table> <p>The gaps in attendance between Disadvantaged and Non-Disadvantaged pupils are closing. During 2021-2022, the difference between these groups was 3%. A continued emphasis on attendance through a specific action plan should occur in 2023-2024 to aim to achieve parity between the groupings.</p>		Dis.	Non-Dis.	Difference	Overall Attendance	93.41	95.23	-1.82	Persistent Absence	21.3	12.63	-8.67
	Dis.	Non-Dis.	Difference											
Overall Attendance	93.41	95.23	-1.82											
Persistent Absence	21.3	12.63	-8.67											
<p>Develop character and resilience in learning</p>	<ul style="list-style-type: none"> • 100% of lesson visits show consistently high attitudes towards learning. • 100% of PPG entitled pupils in Years 2-6 attend a 3 day residential between 2021-2024. • 100% of PPG entitled pupils 	<ul style="list-style-type: none"> • Attitudes to learning across Lesson Visits recorded to be positive, with detailed action planning and support for Disadvantaged pupils who require support in order to engage positively. • 100% of Disadvantaged pupils in Year 4 attend 3 day residential in Summer 2023. • 71% PPG pupils in Year 6 attended residential in Summer 2023 (15/21 pupils) 												

	<p>attend an after school club during each academic year.</p> <ul style="list-style-type: none"> Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards school and learning. Overall attendance gap between PPG and non-PPG pupils decreases by 1.5% each year to be equal at the end of the 2023-2024 academic year; overall attendance for PPG pupils to be at least 95% 2022-2023; 96% 2023-2024. 	<ul style="list-style-type: none"> 82% of PPG pupils attended an extra-curricular club (series of sessions) during the 2022-2023 academic year. Pupil survey shows higher attitudes towards school and learning from disadvantaged compared to non-disadvantaged pupils: <table border="1" data-bbox="742 488 1388 1205"> <thead> <tr> <th></th> <th>Average response score</th> <th>Range Dis vs Non-Dis scores</th> <th>Numbers of areas with higher rating</th> </tr> </thead> <tbody> <tr> <td>EYFS / KS1 Non-Disad.</td> <td>4.6</td> <td rowspan="2">-0.3 to +0.5</td> <td>12</td> </tr> <tr> <td>EYFS / KS1 Disad.</td> <td>4.6</td> <td>22</td> </tr> <tr> <td>KS2 Non-Disad.</td> <td>4.2</td> <td rowspan="2">-0.6 to +0.5</td> <td>11</td> </tr> <tr> <td>KS2 Disad.</td> <td>4.3</td> <td>37</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Overall attendance of Disadvantaged pupils raised to 93.41% during 2022-2023 academic year (although lower than target, improved %). 67% of Y6 PPG eligible pupils (14/21) hold positions of responsibility during 2022-2023 (e.g. Head Boy / Head Girl, Prefects, House Captains, Librarians). 		Average response score	Range Dis vs Non-Dis scores	Numbers of areas with higher rating	EYFS / KS1 Non-Disad.	4.6	-0.3 to +0.5	12	EYFS / KS1 Disad.	4.6	22	KS2 Non-Disad.	4.2	-0.6 to +0.5	11	KS2 Disad.	4.3	37
	Average response score	Range Dis vs Non-Dis scores	Numbers of areas with higher rating																	
EYFS / KS1 Non-Disad.	4.6	-0.3 to +0.5	12																	
EYFS / KS1 Disad.	4.6		22																	
KS2 Non-Disad.	4.2	-0.6 to +0.5	11																	
KS2 Disad.	4.3		37																	
<p>Develop high levels of engagement in learning and future education</p>	<ul style="list-style-type: none"> 100% of lesson visits show consistently high attitudes towards learning. Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards 	<ul style="list-style-type: none"> Evidence from lesson visits within Spring and Summer term demonstrate consistently high attitudes towards learning. Pupil survey shows higher attitudes towards school and learning from disadvantaged compared to non-disadvantaged pupils: 																		

	<p>school and learning.</p> <ul style="list-style-type: none"> • 100% of pupils transitioning to secondary are successful in maintaining educational provision each year. • Increase % of pupils both taking and passing the entrance test to grammar school by 5% each year over the next 3 years. 	<table border="1"> <thead> <tr> <th></th> <th>Average response score</th> <th>Range Dis vs Non-Dis scores</th> <th>Numbers of areas with higher rating</th> </tr> </thead> <tbody> <tr> <td>EYFS / KS1 Non-Disad.</td> <td>4.6</td> <td rowspan="2">-0.3 to +0.5</td> <td>12</td> </tr> <tr> <td>EYFS / KS1 Disad.</td> <td>4.6</td> <td>22</td> </tr> <tr> <td>KS2 Non-Disad.</td> <td>4.2</td> <td rowspan="2">-0.6 to +0.5</td> <td>11</td> </tr> <tr> <td>KS2 Disad.</td> <td>4.3</td> <td>37</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • From evidence available to school, all pupils in Y7 2022-2023 remained in full time education. • 9 pupils completed 10 week preparation programme for grammar school entry in Summer term 2023 (17% of year group). 		Average response score	Range Dis vs Non-Dis scores	Numbers of areas with higher rating	EYFS / KS1 Non-Disad.	4.6	-0.3 to +0.5	12	EYFS / KS1 Disad.	4.6	22	KS2 Non-Disad.	4.2	-0.6 to +0.5	11	KS2 Disad.	4.3	37
	Average response score	Range Dis vs Non-Dis scores	Numbers of areas with higher rating																	
EYFS / KS1 Non-Disad.	4.6	-0.3 to +0.5	12																	
EYFS / KS1 Disad.	4.6		22																	
KS2 Non-Disad.	4.2	-0.6 to +0.5	11																	
KS2 Disad.	4.3		37																	
<p>Understand the importance of healthy lifestyles</p>	<ul style="list-style-type: none"> • 100% of pupils access at least 6 weeks of cookery lessons each year for the next 3 years. • Qualitative data from pupil surveys and interviews demonstrates improved understanding of the importance of a healthy lifestyle. • Curriculum reviews demonstrate effective implementation of relevant elements within the Citizenship and Science curricula. 	<ul style="list-style-type: none"> • All pupils accessed 6 weeks of cookery lessons during 2022-2023. • Evidence in learning records for cookery demonstrates a good understanding of the importance of a healthy lifestyle. • Evidence in curriculum reviews and curriculum online assessments of effective implementation of Citizenship and Science curricula related to understanding of healthy lifestyles. 																		

Externally provided programmes

Programme	Provider
1:1 specific counselling services	The Listening Ear (local charitable organisation)
Forest Schools Provision	Primary Forest School & Outdoor Education Ltd
Residential program (Year 6)	PGL
Residential program (Years 4 and 5)	Dorset Council
1:1 and group tutoring	Internal tutoring through Teaching Assistants
Music Therapy group sessions	Soundstorm

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Pastoral support for pupils (focussed when parent on active service) • Additional direct support from teaching assistant when required (including during play time activities)
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • 100% of pupils made expected progress in Reading, Writing and Maths • Attendance recorded as 97% • Positive attitudes to learning evidenced across the curriculum • Pastoral support successful in managing anxiety related to parent being on active service (observations recorded)