



# Pupil premium strategy statement

## 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Brighstone CE Aided Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	26.58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date this statement was reviewed and updated	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rebecca Lennon Headteacher
Pupil premium lead	Rebecca Lennon Headteacher
Governor / Trustee lead	Jane Thomson Inclusion Governor

### Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£31,630
Recovery premium funding allocation this academic year	£3045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£34,675</b>

## Part A: Pupil premium strategy plan

### Statement of intent

It is Brighstone CE Aided Primary School's intention that our disadvantaged children make good progress and achieve their potential across all areas of the curriculum and their school life. This also includes children who are already high attainers.

We will also meet the needs of children who we identify as vulnerable, regardless of whether they are in receipt of pupil premium funding.

We will ensure that they experience a wide range of opportunities that will enhance their knowledge and skills and broaden their horizons.

As a whole school, we are determined that every child will succeed academically, socially and emotionally by providing bespoke support as well as high quality inclusive teaching.

Our key priorities are focusing on attendance and behaviour, high quality teaching, wellbeing, providing opportunities and access to enrichment activities, and continuing to maintain a culture in which every child is enabled to thrive and flourish in their own unique way.

Our strategy also includes our school plans for education recovery, notably targeted tutoring for pupils with identified gaps in learning.

To ensure that our plans are effective, we will act early to intervene when needs are identified, and ensure that all staff have high expectations and take responsibility for disadvantaged pupils' progress and outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance – our data shows that disadvantaged and vulnerable pupils have lower attendance and punctuality than non-disadvantaged pupils. This affects their ability to fully access the curriculum due to missed learning. Poor attendance and lateness also affects their self-esteem.
2	2023 updated challenge: While our KS2 RWM outcomes in 2023 were higher than national and local, the outcomes and progress for disadvantaged children was lower than non-disadvantaged children (this pertains to 3 children). In KS1, while the disadvantaged data has improved since 2022, it is still slightly lower than non-disadvantaged children.
3	We have identified gaps in vocabulary and oral language skills, and basic number skills and fluency, and spellings and punctuation, which is having a negative impact on how children can access, talk about and apply their learning. Approximately 50% of disadvantaged or vulnerable children have gaps in these areas. We believe this is partly as a result of school closures due to Covid.
4	Pupil conferencing indicates that some children are unable to apply and talk about key knowledge and skills in reading, writing (esp. spellings) and the wider curriculum subjects, which is having a negative impact on their learning and application. Approximately 40% of these children are disadvantaged or considered vulnerable.
5	Children’s access to wider opportunities and resources can sometimes be limited in disadvantaged and vulnerable families, such as music lessons, trips, cooking, dance, drama, uniform and outdoor experiences including forest schools. This can affect their social, emotional and mental health and wellbeing.
6	Pupils’ social, emotional and mental health and wellbeing has been impacted by Covid and school closures. Their low self-esteem and wellbeing has had a negative impact on resilience and being able to access their learning. This is especially the case with children who are disadvantaged or considered vulnerable.

## 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
Improved attendance and punctuality for all pupils, particularly our disadvantaged and vulnerable pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• all pupils achieve 96.5% or more attendance</li> <li>• all pupils arrive on time</li> </ul>
There is a robust data tracking system in place within school to track attainment and progress, ensuring that formative and summative data is used effectively to identify and address gaps in knowledge and understanding for children. Subject leads use data effectively to prioritise and address areas for development and hold teachers to account.	Assessment for learning, formative and summative assessment is used by all teachers and subject leads to inform and address next steps in learning. As a result of effective, targeted teaching, children make good progress and attainment gaps for all are reduced.
Improved vocabulary, spoken language and verbal interaction in the classroom for all pupils, and disadvantaged and vulnerable pupils in particular.	Pupil conferencing, lesson observations, book scrutinies and assessments show significant improvements in: <ul style="list-style-type: none"> <li>• pupils' use of vocabulary to talk about their learning</li> <li>• teachers and LSAs helping pupils achieve the above through appropriate and effective teaching strategies</li> </ul>
Improved number skills and fluency, for all pupils, and disadvantaged and vulnerable pupils in particular.	Pupil conferencing, lesson observations, book scrutinies and assessments show significant improvements in: <ul style="list-style-type: none"> <li>• pupils' use of mathematical vocabulary to talk about their learning</li> <li>• pupils' knowledge and application of number fluency and skills</li> <li>• teachers and LSAs helping pupils achieve the above through appropriate and effective teaching strategies</li> </ul> KS1 and KS2 maths outcomes in 2024/25 show increased % of disadvantaged pupils meeting the expected standard.
Pupils are able to identify, talk about, build upon and apply key knowledge and skills in reading, writing and the wider curriculum subjects.	Qualitative data from pupil conferencing, lesson observations and book scrutinies show significant improvements in pupils being able to retrieve, talk about and apply their key skills.
Pupils' access to enrichment activities and wider opportunities is increased.	Data shows a significant increase in participation in enrichment activities and

	wider opportunities, particularly among disadvantaged and vulnerable pupils.
To achieve and sustain improved social, emotional and wellbeing, including resilience, for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing and resilience from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil conferencing, pupil surveys, ELSA sessions and parent surveys</li> <li>• a reduction in behaviour incidents</li> </ul>

## 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: £10,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on vocabulary and oral spoken language and verbal interaction in the classroom provided by:</p> <ul style="list-style-type: none"> <li>• Internal</li> <li>• HIAS</li> <li>• The National College</li> <li>• Speech and language team</li> </ul> <p>Funding for overtime and release time for training.</p> <p>Purchase of vocabulary resource books.</p> <p>Use of stem sentences to provide scaffolding.</p>	<p>EEF +6</p> <p>Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. This includes:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussion with young children;</li> <li>• explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul> <p>The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>3</p>

<p>Drama club to develop confidence in speaking and performing, as well as resilience and self-esteem.</p> <p>Staff training on how to incorporate effective speaking and listening activities within the curriculum.</p>	<p>EEF +3</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>3, 5, 6</p>
<p>Improve Y2 and Y6 outcomes, especially those of disadvantaged children, in reading, writing and maths, through:</p> <ul style="list-style-type: none"> <li>• HQIT (staff CPD)</li> <li>• School-led tutoring</li> <li>• Y2 and Y6 SATs courses</li> <li>• HIAS training</li> <li>• Ed Psych CPD</li> </ul>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3, 4</p>
<p>Strengthening pupil progress meetings to better identify targeted intervention and support for the whole child, involving HT, ELSA/FLO/DSL, SENCo, class teacher, LSA and PP governor.</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling</p>	<p>2, 3, 4</p>

	<p>behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Whole staff training on number skills and fluency:</p> <ul style="list-style-type: none"> <li>• Internal</li> <li>• HIAS</li> </ul> <p>Funding for overtime and release time for training.</p> <p>Subscription of Third Space Learning, Number Sense and TTRS.</p> <p>Extra multiplication and times tables lessons for Y4 children.</p>	<p>The National Curriculum states that pupils should become fluent in the fundamentals of mathematics through varied and frequent practice, including knowing key mathematical facts and recalling them efficiently, and allowing pupils to delve much deeper.</p> <p><a href="https://www.nationalnumeracy.org.uk/research-and-resources/count-me-2010">https://www.nationalnumeracy.org.uk/research-and-resources/count-me-2010</a></p> <p><a href="https://thirdspacelearning.com/blog/what-is-fluency-in-maths-definition-ks2/">https://thirdspacelearning.com/blog/what-is-fluency-in-maths-definition-ks2/</a></p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study</a></p> <p><a href="https://www.nationalnumeracy.org.uk/research-and-resources/tackling-challenge-low-numeracy-skills-young-people-and-adults">https://www.nationalnumeracy.org.uk/research-and-resources/tackling-challenge-low-numeracy-skills-young-people-and-adults</a></p>	2, 3
<p>Staff and subject leader training on how to develop and apply key knowledge, strategies and skills in progression in the wider curriculum subjects:</p> <ul style="list-style-type: none"> <li>• Internal</li> <li>• HIAS</li> <li>• The National College</li> </ul> <p>Release time for subject leaders to monitor the use of key knowledge and progression in skills.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf</a></p>	2, 4
<p>Staffing structure: LSA support provided to each class to facilitate a flexible teaching model and enable both teacher- and LSA-led interventions.</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate</p>	2, 3, 4, 6



	<p>classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
--	--	--

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cost of FLO's time to facilitate engagement with identified families.</p>	<p>EEF +4</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress, especially through encouraging positive dialogue about learning and providing practical strategies with tips, support and resources.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 5, 6
<p>Parent workshops and communication including:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Maths skills and attitudes</li> <li>• Vocabulary</li> <li>• Talking about learning</li> </ul> <p>Resources and time for FLO to deliver these alongside the teachers. FLO time to engage with parents through meetings,</p>	<p>EEF +4</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress, especially through encouraging positive dialogue about learning and providing practical strategies with tips, support and resources.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://www.nationalnumeracy.org.uk/research-and-resources/numeracy-home-involving-parents-mathematics-education-2012">https://www.nationalnumeracy.org.uk/research-and-resources/numeracy-home-involving-parents-mathematics-education-2012</a></p>	2, 3, 4

workshops, phone calls and social media.		
<p>Interventions and resources for:</p> <ul style="list-style-type: none"> <li>• RWI</li> <li>• Precision teaching</li> <li>• Lego Therapy</li> <li>• Paired reading</li> <li>• Sensory circuits</li> <li>• Number Sense</li> <li>• Vocabulary pre-teaching</li> <li>• Daily regular readers</li> <li>• Extra reading sessions</li> <li>• Nessy</li> <li>• Maths catch-up</li> <li>• Handwriting support</li> </ul>	<p>EEF +4</p> <p>One to one tuition, and small group tuition, is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 3, 4, 6
<p>Targeted support in class for identified children, including pre-teaching of vocabulary, number skills, writing, spelling and fluency.</p>	<p>EEF +4</p> <p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2, 3, 4
<p>Providing school-led tutoring for targeted pupils.</p>	<p>EEF +4</p> <p>Small group tuition, targeted at pupils' specific needs, is an effective intervention to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 3, 4

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT's and FLO's time to engage with targeted families to promote higher attendance and punctuality.	EEF +4 <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 6
Breakfast Club to improve punctuality for targeted families.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>	1, 6
ELSA interventions and bespoke pastoral support.  The use of bespoke Calm Corner with SEMH resources, with ELSA/FLO support.	EEF +4 Both targeted interventions and universal approaches have positive overall effects. An appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required is recommended. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6
Provide and subsidise school trips/residentials and wider opportunities, including music lessons,	EEF +4 The EEF recognises the importance of social and emotional learning for all, whilst supplementing the school's overall policy for	5, 6

<p>forest school, mindfulness and positivity, to improve pupils' social and emotional mental health and wellbeing and develop their cultural capital.</p>	<p>children most in need through interventions. In order for children to progress effectively, they must first have their emotional needs met.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF +3</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>Provide opportunities to develop pupil voice through the Equality And Rights Advocates group, school council and buddies.</p>	<p>EEF +4</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>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>5, 6</p>
<p>FLO's engagement with families and other agencies, including:</p>	<p>EEF +4</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress,</p>	<p>1, 6</p>

<ul style="list-style-type: none"> <li>• Parent workshops and drop-in sessions</li> <li>• Meet and greet</li> <li>• Bespoke support</li> </ul>	<p>especially through encouraging positive dialogue about learning and providing practical strategies with tips, support and resources.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://www.nationalnumeracy.org.uk/research-and-resources/numeracy-home-involving-parents-mathematics-education-2012">https://www.nationalnumeracy.org.uk/research-and-resources/numeracy-home-involving-parents-mathematics-education-2012</a></p>	
--	---	--

**Total budgeted cost: £34,675**

## 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.

When considering our strategy for disadvantaged children, we looked at data from a variety of sources, for instance, assessment outcomes, discussions with teachers and parents, engagement in class and book scrutinies in order to identify the needs of our disadvantaged children. We used advice from the local authority and the EEF website to make decisions on the interventions that would best suit our school community to have the biggest impact. We will monitor the progress of the strategy regularly for effectiveness of the interventions chosen and will adjust the plan accordingly.

Intended outcome	Success criteria	Impact
Improved attendance and punctuality for all pupils, particularly our disadvantaged and vulnerable pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>all pupils achieve 96.5% or more attendance</li> <li>all pupils arrive on time</li> </ul>	<p>Families in crisis are supported through work with the Family Liaison Officer.</p> <p>Lateness has been reduced. Attendance and punctuality continues to be a focus.</p> <p>2024-2025 PP attendance so far this academic year (term 1) is 94.4%, which is a marked improvement from the previous years.</p> <p>2023-2024 Disadvantaged pupil attendance 88.1% compared with non-FSM at 94.5% (whole school 92.9%).</p> <p>2022-2023 Disadvantaged pupil attendance 88.9% compared with non-FSM at 96.1% (whole school 94.6%).</p> <p>The HT and DSL/FLO meet regularly to monitor attendance, and the Persistent Absences and lates continue to be closely tracked by HT and DSL/FLO. The HT and DSL/FLO also attend Attendance Networks and have termly meetings with the</p>

		<p>Education and Inclusion team as part of the LA's new offer.</p> <p>Punctuality of target children/families has improved (12 lates this year so far) – Breakfast club, universal support, bespoke support, external support.</p>
<p>Improved vocabulary, spoken language and verbal interaction in the classroom, and number skills and fluency, for all pupils, and disadvantaged and vulnerable pupils in particular.</p>	<p>Pupil conferencing, lesson observations, book scrutinies and assessments show significant improvements in:</p> <ul style="list-style-type: none"> <li>• pupils' use of vocabulary to talk about their learning</li> <li>• pupils' knowledge and application of number fluency and skills</li> <li>• teachers and LSAs helping pupils achieve the above through appropriate and effective teaching strategies</li> <li>• KS1 and KS2 reading and maths outcomes in 2024/25 show increased % of disadvantaged pupils meeting the expected standard.</li> </ul>	<p>All interventions involve at least one PP child. Only 4/14 PP children are on the SEND register.</p> <p>Monitoring activities evidence that children are much more able to talk about their learning using key vocabulary. Pre-teaching of vocabulary takes place for identified children, and visuals are used for all.</p> <p>There has been a continued focus on number fluency. We buy into Times Tables Rock Stars, White Rose Maths and Number Sense to ensure that daily number fluency sessions take place.</p> <p>Regular pupil progress meetings identify and track spotlight children for targeted support.</p> <p>2023-2024 data:  KS1 Reading: No PP children  KS1 Maths: No PP children  KS2 Reading: 100% (4 children)  KS2 Maths: 100% (4 children)</p> <p>2022-2023 data:  KS1 Reading: 33% (3 children)  KS1 Maths: 67% (3 children)  KS2 Reading: 67% (3 children)  KS2 Maths: 33% (3 children)</p> <p>2021-2022 data:  KS1 Reading: 33% (3 children)  KS1 Maths: 33% (3 children)  KS2 Reading: 40% (5 children)  KS2 Maths: 40% (5 children)</p>

<p>Pupils are able to identify, talk about, build upon and apply key knowledge and skills in reading and the wider curriculum subjects.</p>	<p>Qualitative data from pupil conferencing, lesson observations and book scrutinies show significant improvements in pupils being able to retrieve, talk about and apply their key skills.</p>	<p>There has been a greater focus on the development and retention of key knowledge and skills. Staff training has been focusing on spaced practice and retrieval practice, and each lesson starts with a planned opportunity to practise and retrieve previously learnt skills from yesterday/last week/last term/last year.</p> <p>Learning walks and pupil conferencing show children making links and being able to use and apply previous learning. More children are able articulate what, how and why specific learning is taking place.</p> <p>Y1 Phonics Screening Check data continues to be above National. 2024 data shows 100% of Y1 achieving the PSC, compared with National at 80%. (2022 showed 90% achieved PSC and 2023 was 75% = 6/8 children, compared with National at 89%).</p> <p>There were no PP children in Y1 in the academic year 2023-2024.</p>
<p>Pupils' access to enrichment activities and wider opportunities is increased.</p>	<p>Data shows a significant increase in participation in enrichment activities and wider opportunities, particularly among disadvantaged and vulnerable pupils.</p>	<p>Improving children's social and emotional health through wider opportunities such as peripatetic music lessons, Gardening Club, MaP Club, Christmas Choir and subsidising school trips so no children are unable to go. One after school club per half term is funded for each PP child.</p> <p>13 PP children attended after school clubs in Sept – Oct 2024 and 21 PP children are attending after school clubs this term Nov-Dec 2024.</p> <p><i>"Pupils benefit from many wider opportunities. These give them an understanding of what their local area, and beyond, has to offer. They are proud of their contributions to the Brighstone Horticulture Show and when they perform with the choir or country dancing at community events. School trips, including to the British Museum in London, build pupils' cultural understanding as well as enhancing their learning in the classroom. Pupils enjoy a range of inclusive clubs which include seasonal</i></p>



		<p><i>sports, boccia, bellringing and mindfulness.”</i></p> <p><i>Ofsted February 2024</i></p>
<p>To achieve and sustain improved social, emotional and wellbeing, including resilience, for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing and resilience from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil conferencing, pupil surveys, ELSA sessions and parent surveys</li> <li>• a reduction in behaviour incidents</li> </ul>	<p>Targeted one-to-one Elsa interventions (and bespoke Pastoral support) delivered by qualified staff.</p> <p>Extra social and emotional sessions, above those delivered in the classroom, have been beneficial to some children, enabling them to learn strategies to deal with their emotions now and in the future. Some of these are provided by school staff, and bespoke therapy is provided by external agencies for individual identified pupils.</p> <p>Support staff are being used more consistently to ensure the regular provision of targeted group sessions/ interventions. Strategies continue to be further developed/planned for to support the self-esteem and well-being of all disadvantaged children (effective use of emotion coaching, ELSA sessions and FLO pastoral support).</p> <p>Specific barriers to children’s learning are reduced through targeted, high-quality pastoral support (ELSA, Family Liaison Officer, SENCo, good pupil to classroom based staff ratio).</p> <p>‘Hive days’ continue to be regularly planned to promote and develop children’s self-esteem, resilience, confidence and teamwork.</p> <p><i>“Pupils behave well and are proud of their ‘Bee-haviour’ awards. At breaktimes, they enjoy playing with their friends across year groups. Pupils are not worried about bullying, which happens rarely, and they are confident that staff help them with any worries. The actions of the pupil and adult safeguarding leads mean that pupils are happy and safe at school.”</i></p> <p><i>Ofsted February 2024</i></p>

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

We are also using the Pupil Premium funding to purchase school uniform for those families who are struggling to afford their own.