

Lilliput Infant School Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality

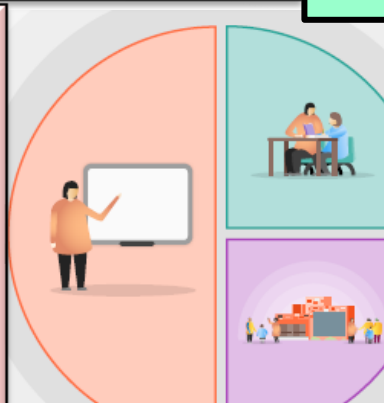
1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant
<https://educationendowmentfoundation.org.uk/news/introducing-ef-school-planning-guide-2020-21/>



Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school

Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

We do this by developing

- Early academic intervention for those that require it
- Training for parents

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning.

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

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 English at age 11 **CIC Talking About a Generation Study**

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Lilliput Infant School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	3% (12 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023- 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Christine Chambers
Pupil premium lead	Kathryn Chinchon
Governor / Trustee lead	Iain Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,380 - 2021-22 £17,621- 2022-23 £21, 251 – 2023-24
Recovery premium funding allocation this academic year	£ 2000 - 2021 – 22 £ 2000 – 2022-23 £2000 – 2023-24
School led tutoring allocation	£1,417.50 – 2021 - 22 £ 972 – 2022 – 23 £0 – 2023-24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0 – 2021-22 £ 0 – 2022-23 £0 – 2023-24
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	£42,994.50 – 2021-22 £20,301 – 2022-23 £21, 253 – 2023-24

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Lilliput Infant school we have high expectations of all our pupils, including our disadvantaged pupils. Our intentions for our disadvantaged pupils are to raise the attainment of all by focusing on overcoming significant barriers to their learning so they can make or exceed nationally expected progress rates. Our vision is to promote lifelong learning and enrichment for all pupils to enable them to better their life chances, both educationally, socially and emotionally. Our aims are for all pupils to have secured the key learning and skills they need to have a positive impact on their lives and their local community. Through skilled teaching and learning, high expectations and a nurturing environment our pupils will develop a love of learning and leave school being well rounded citizens. Our pupils will be able to access a wider curriculum and have firm foundations for the next stage in their education. They will be able to read fluently and have a love for reading, they will have a good grasp of concepts in maths, be literate and have a good understanding of the world around them, remembering the key concepts that have been taught in the foundation subjects.

How does your current pupil premium strategy plan work towards achieving those objectives?

To meet these objectives we have focussed on the following areas:

- Enhanced CPD and ongoing support for staff to develop their subject expertise and knowledge of significant barriers to learning.
- A progressive curriculum which is correctly sequenced so that pupils are engaged in the learning and retain key knowledge.
- High quality interventions for those who have fallen behind to catch them up quickly and efficiently. We aim for all pupils to keep up and not need to catch up through robust assessment procedures.
- Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving Teaching and learning opportunities that meet the needs of all pupils.
- All pupils' social and emotional needs are being effectively assessed and addressed, with barriers to learning removed. Pastoral and ELSA provision to continue to be enhanced.
- Robust Attendance monitoring and support in addressing and removing barriers to learning.

What are the key principles of your strategy plan?

- To empower teachers to know their pupils and do what is best for them, through
- offering high quality CPD in the areas they need to meet the needs of individual
- in their class.
- To use evidenced targeted intervention to support pupils who are at risk of falling behind.
- To build good relationships and communication with parents to engage them in

- their child's learning and to empower them to understand how to best support
- their child at home.
- To build good relationships with pupils to empower them with the tools and skills
- to learn, feel safe, achieve success and to nurture their passions and dreams.
- To support all pupils that we identify as disadvantaged, regardless of whether they receive pupil premium or not.
- to focus heavily on early identification to ensure support is timely.
- To find and nurture each pupil's passions and continue to build on enrichment opportunities.
- To develop support networks around children and their families through pastoral and community links.
- To work to develop pupils' communication and language skills
- Quality first teaching and good curriculum planning as predominant approach to ensuring pupils acquire the skills they need to succeed.
- To work to develop pupils' communication and language skills in all year groups.
- Focus on early identification, especially in EYFS.

Challenges

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

Challenge number	Detail of challenge
1	As a consequence of the Covid -19 pandemic, national lockdowns caused all pupils to miss a significant amount of school or pre-school impacting on attainment, progress, language and vocabulary and social, emotional wellbeing. The impact of Covid is still present and increased emotional support is required.
2	Low levels of communication and language for some pupils within the school. This has a significant impact on progression in reading and writing, and therefore their gateway into all learning.
3	Differing levels of attainment on entry to the school, learning gaps for pupils are significantly wider since the pandemic. Narrowing the gap across reading, writing and maths.
4	Poor attendance of identified families which is a symptom of further individualised barriers which must be overcome
5	Limit on finances can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities: trip and clubs
6	Level of parent expertise to support pupils at home and some lack of engagement.
7	Emotional resilience and social behaviours impacting on learning outcomes and ability to engage in learning.

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
% of disadvantaged pupils meeting ARE rises each year, from previous attainment position Pupils remember the key learning set out in the intended curriculum	Any gaps in learning are quickly identified, and acted upon. These are targeted in class and where necessary through intervention. Interventions demonstrate accelerated progress (measure of this is set up for each existing intervention) Classroom teaching is of consistently high quality (triangulation approach) which is monitored throughout the year.
Pupils at least return to previous attainment position before school closures	Identified pupils who have dropped since previous position show gaps are being filled and they are catching up (triangulation approach)
Pupils can read fluently by the end of Y1.	Clear sequenced phonics programme (ELS) is in place and taught consistently throughout the school Pupils falling behind quickly identified and receive targeted intervention All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time.
Attendance at least 95%	Improvement in attendance of pupils in receipt of PP funding. Attendance figures are monitored half termly and any concerns are addressed with parents. School attendance policy is followed and LA help is accessed where needed to support families. Good relationships with families to support and improve attendance.
To ensure all pupils reach their full potential and overcome any barriers to learning.	Pupils barriers to learning are identified and measures put in place to overcome these barriers. Pupils have good relationships with adults in schools who understand pupils individual needs. Pupils are accessing learning according to their individual need. Navigator role supporting families.
All pupils fully included in all aspects of school life	Pupils are accessing school uniform funding if they need it. Pupils are accessing all school trips in their year group. Pupils are offered and accessing enrichment opportunities outside school. Pupils play a wider role in the school community, including school council, sports events etc Offering enrichment opportunities through the curriculum e.g. trips, enrichment week, visitors to school Pupils passions are nurtured and developed.

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: £ 14,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Work alongside outstanding teachers to ensure all teaching is at least good and, in most classes, outstanding. • Continual monitoring through class visits, book looks, moderation, deep dives and robust tracking procedures in place to inform planning. • Pupil progress meetings track progress of PP pupils and appropriate timely interventions are put in place. • Support teachers to use attainment and holistic data to plan an effective curriculum of recovery to close the gap • Plan PP and SEND ways in effectively through the curriculum and identify barriers to learning and plan accordingly. • Embed instant feedback and marking with specific child friendly marking codes to identify early misconceptions. • CPD for all staff to further their understanding of barriers to pupils learning and how to overcome these barriers. • Use of baseline and attainment data to plan for catch up of learning due to pandemic. Use previous years' data, monitoring and evaluations to plan effectively for needs of current pupils.	EEF guide to pupils premium – tiered approach – teaching is the top priority, including relevant CPD. Sutton Trust – quality first teaching has direct impact on student outcomes Accurate diagnostics are cited as a key foundation in EEF guidance. This is achieved through using whole school tracking program to inform pupil progress meetings, planning and interventions. EEF metacognition toolkit identifies a number of effective strategies to support pupils' retention of learning. Teacher led interventions highlighted by the EEF as a successful approach. Research suggests regular verbal feedback is the most powerful tool for facilitating individual progress and overall improvements to learning (John Hattie; Black et al). Feedback can increase learning by up to 9 months (EEF	1, 2, 3

• Early identification of pupils who need targeted speech and language support. Using assessment tools including Wellcomm. • Planned in interventions for pupils in the first few weeks of starting school. • Relevant referrals made from assessments completed by speech and language trained teaching assistants. • Daily reading session targeting vocabulary and understanding of language. • All foundation staff aware of needs of pupils and ways to support them. • Acquisition of language, limited vocabulary and spelling hampering progress. • Use of a professional speech and language therapist to work with our most vulnerable children.	EEF identifies that communication and language approaches have high impact for low cost in EYFS. Speech and language are one of the main barriers to pupils progression in reading, writing, maths and the wider curriculum. EEF – oral language interventions consistently show positive impact on learning. Focused targets and discussion with pupils allows for improved self-confidence/ esteem and allows them to focus and make progress academically. Also evidence shows it has a positive impact on attendance.	2, 3
• Ensure all staff receive training on the implementation of the new SSP – Essential Letters and Sounds. • Ensure all staff receive training on the teaching of reading skills • Ensure all staff receive training on the implementation of the new curriculum • Ensure all ECTs are supported and mentored on the ECT programme • Ensure all staff receive training on the mastery at maths programme	John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching' https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/ EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/	1, 2, 3
Maintain register of all PP children • academic history, attendance data, intervention/impact and external agency involvement plus any diagnosis and tests given, barriers to learning.	Previous use of this whole school system has shown that teachers are then more aware of each child's holistic needs and barriers so that they can be better addressed.	1, 2, 3

• Training and support for teachers to identify barriers and to plan learning that meets children's needs. Class action plans Quality First teaching Clear targets Pre-teaching Evidence of impact Rapid response to lack of progress Individual action plans • Ensure all teachers are aware of who 2YO funded, EAL, SERV pupils are and ensure that all of the same strategies named above are open to them		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4427

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Mastery of Number programme NCETM – national centre of excellence in the teaching of mathematics	The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	1, 2, 3
• Use of additional adults to enable smaller phonics set. • Robust monitoring enables timely interventions to be put in place to ensure gaps in learning are plugged. • Multi-sensory approach to teaching phonics. • Progressive phonics curriculum planned using accredited phonics programme -ELS • Investment in texts to match and support phonics teaching. • Immerse pupils in a love of reading with additional texts being sent home	Previous success with phonics attainment due to our phonics planning, teaching and setting.	1, 2, 3

and additional snuggle reading time planned in. • Providing more reading opportunities immersing pupils in language. • Continue to embed Oxford Owl online reading resource for additional reading at home. • Continued training for staff to support phonics teaching and for staff working pupils where blending is a barrier to reading. • Continue to utilise outside agency support and assessments where pupils are not making required progress in phonics. • Four weekly monitoring of phonics groups and interventions.		
• Close monitoring of pupils in reading, writing and maths to ensure early identification of pupils who may require additional support. • Use of accredited interventions to ensure catch up. • Use of pre-teaching vocabulary interventions to ensure PP pupils are able to access the curriculum. • Ongoing monitoring of interventions using RAG ratings to ensure progression and interventions are fit for purpose. • Specific interventions carried out to support and develop communication, reading and writing skills • After school homework and reading club. • Additional TA hours to read with pupils. • Identification of specific need to overcome barriers.	EEF: Education Endowment Foundation- advocates structured interventions sessions to support pupils who have fallen behind especially in literacy and numeracy.	1, 2, 3
Interventions • Daily focused readers • Precision teaching	EEF ranks reading intervention strategies as having +5 months impact	1, 2, 3
• Speech and language interventions from a professional speech and language therapist. • Trained TA's to deliver speech and language interventions. Training delivered by the speech and language specialist.	Provision of speech and language, communication support, through specially trained staff for targeted children. Speech and language are one of the main barriers to pupils progression in reading, writing, maths and the wider curriculum At 5 a child who has a problem with S&L or communication is 10x less likely to be	

	ARE in maths and 6s less likely to be ARE in English by 11. (CIC Talking about a generation study)	
• Tutoring is defined as a teacher, teaching assistant or other professional educator providing intensive and individualised academic support to pupils in either one-to-one or small group arrangements. We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Tutoring can also help pupils to build resilience.	Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. Clear, positive and encouraging communication between tutors, staff and pupils is important. Research into affordable primary tuition found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.	1, 2, 3

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

Budgeted cost: £ 2130

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Ensuring pupil attendance is not below 95% - Regular communication with families below 95% attendance. Targeted support offered.	'While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour' EEF A Tiered approach	4
- To ensure pupils' social and emotional needs are met, breaking down barriers to learning so they are ready to learn. <u>Measure</u> Pupils are able to access learning in the classroom because barriers are removed. - Staff identify children in need of additional support through ELSA questionnaire. Children then offered targeted support once a week in ELSA session. - Termly PP mentor meetings to set targets and monitor pupils well being to enable pupils to grow in confidence, achieve academically, increase engagement in learning and attendance in school. - Continue to embed Stormbreak for all pupils to develop resilience, relationships self worth, hope and optimism and self care. Offer Stormbreak training and workshops for parents. - Regular planned pupil meetings to complete termly pupil premium profile document and pupil check ins with pupil mentor.	EEF +4 – social and emotional learning – improves interaction with others and self-management of emotions, impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF ranks social and emotional learning as having +4 months impact. Focused targets and discussion with pupils allows for improved self-confidence/ esteem and allows them to focus and make progress academically. Also evidence shows it has a positive impact on attendance. This approach has proven to be successful in reducing pupil barriers for the school in the past. EEF + 4 – 'children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.	4

• To empower parents to understand how to best support their child at home. • Hold reading at home workshops to support their children with sharing books at home. Send weekly communication to parents about what their child is learning in school the following week alongside topic newsletters and5) knowledge organisers. • Target support to parents who are not engaging through the usual channels. • Navigator role to support parents	Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5) https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ Evidence from EEF Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	6
• To ensure all PP children offered financial support to enrich learning, access to books and finance driven activities. Families offered support with uniform and access to after school clubs.		5

Total budgeted cost: £ 21,253

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupil's attainment.

Intended outcome	Review																		
% of disadvantaged pupils meeting ARE rises each year, from previous attainment position Pupils remember the key learning set out in the intended curriculum	Any gaps in learning were quickly identified, and acted upon. These were targeted in class and where necessary through intervention. Interventions demonstrate accelerated progress (measure of this is set up for each existing intervention) Classroom teaching is of consistently high quality which is monitored throughout the year. <table><tr><th>Year R</th><td>2021-22</td><td>2022-23</td><td>2023-24</td></tr><tr><td></td><td></td><td>3 children</td><td>3 children</td></tr><tr><th>GLD</th><td></td><td>GLD – 66%</td><td>GLD – 66%</td></tr><tr><td></td><td></td><td>Not GLD – 33%</td><td>Not GLD – 33%</td></tr></table>			Year R	2021-22	2022-23	2023-24			3 children	3 children	GLD		GLD – 66%	GLD – 66%			Not GLD – 33%	Not GLD – 33%
Year R	2021-22	2022-23	2023-24																
		3 children	3 children																
GLD		GLD – 66%	GLD – 66%																
		Not GLD – 33%	Not GLD – 33%																

		Year 1	2021-22	2022-23 4 children	2023-24 3 children
		Phonics			33% pass
		Reading		WT – 50% ARE – 50% GD – 0%	WT – 66% ARE – 33% GD – 0%
		Writing		WT – 50% ARE – 50% GD – 0%	WT – 66% ARE – 33% GD – 0%
		Maths		WT – 0% ARE – 100% GD – 0%	ARE – 100% GD – 0%
		Year 2	2021-22	2022-23 4 children	2023-24 5 children
		Phonics End of KS1			100% (1 child)
		Reading		WT – 0% ARE – 100% GD – 0%	WT – 40% ARE – 20% GD – 40%
		Writing		WT – 50% ARE – 50% GD – 0%	WT – 40% ARE – 60% GD – 0%

		Maths		ARE – 100% GD – 0%	ARE – 60% GD – 40%																	
Pupils at least return to previous attainment position before school closures	All pupils made at least expected progress with 31% making accelerated progress.																					
Pupils can read fluently by the end of Y1.	Clear sequenced phonics programme (ELS) is in place and taught consistently throughout the school. Half termly monitoring of phonics attainment has informed on any necessity to enter additional Phonics intervention group. 100% of children achieved the pass mark in the phonics. 80% of children achieved the pass mark in the phonics. 33% of children achieved the pass mark in the Yr 1 phonics screen																					
Attendance at least 95%	Improvement in attendance of pupils in receipt of PP funding with 95.7%. We have had a reduction in persistently absent pupils however attendance will remain a priority focus next year. <table><tr><td>Year</td><td>Non-disadvantaged</td><td>Disadvantaged</td><td>Gap</td></tr><tr><td>2023-24</td><td>96.3%</td><td>96.8%</td><td>+0.5%</td></tr><tr><td>2022-23</td><td>96.0%</td><td>92.2%</td><td>-3.8%</td></tr><tr><td>2021-22</td><td>94.3%</td><td>95.7%</td><td>+1.4%</td></tr></table> Attendance figures have been monitored half termly and any concerns are addressed with parents immediately and school policy is followed. This has led to a positive closing of the attendance gap of 0.5% from the previous year.						Year	Non-disadvantaged	Disadvantaged	Gap	2023-24	96.3%	96.8%	+0.5%	2022-23	96.0%	92.2%	-3.8%	2021-22	94.3%	95.7%	+1.4%
Year	Non-disadvantaged	Disadvantaged	Gap																			
2023-24	96.3%	96.8%	+0.5%																			
2022-23	96.0%	92.2%	-3.8%																			
2021-22	94.3%	95.7%	+1.4%																			
To ensure all pupils reach their full potential and overcome any barriers to learning.	Half termly pupil meetings with class teachers to review targets and barriers to learning identified with pupil input. Excellent relationships with pupils and parents were built from the onset to ensure pupils and their parents felt safe in school and ready to learn. Pupils were identified early for interventions and teachers and ELSA’s developed good communication to ensure skills were transferred into the classroom and home.																					

	Two additional ELSAs have been trained to accommodate increasing case load. Proactive teachers in identifying if families might be eligible for PPG and supporting families with applications have ensured pupils eligible receive the grant. Four additional children applied for and were successful in obtaining PPG. Swift early referrals made to pastoral care or Early help for family support.
All pupils fully included in all aspects of school life	All PP pupils had the opportunity to be involved in school enrichment clubs outside the curriculum. All PP pupils took part in forest school, school trips, visitors and other enrichment opportunities during the school day. Attendance at enrichment clubs outside school is monitored and additional spaces are offered to PP pupils first. Additional reading volunteers were recruited for all PP pupils to have access to additional reading opportunities. Pupils are accessing school uniform funding if they need it. Pupils are accessing all school trips in their year group. Pupils play a wider role in the school community, including school council, sports events etc. Half termly opportunities for pupils to discuss passions with their mentor and these passions are nurtured. 3/8 children were involved in Dorset reader scheme. 3/8 children accessed after school clubs that included Joke and Poetry, Forest School, Rugby and Football. 4/8 children were funded to access wrap around care before and after school. 3/8 children had their school trips to Corfe Castle and Lyme Regis funded. All PP children went on their respective school trips. All PP and Service children attended Forest School one afternoon a week for a half term.

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? We had 7 children so budget of £2170.	Children were provided with additional forest school sessions to support their emotional well-being.

What was the impact of that spending on service pupil premium eligible pupils?

Pupils are supported emotionally when separate from parents or in forming new friendships if required.