

Wareham St Mary Primary School 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/introdu>



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://educationendowmentfoun>

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->

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, such as attendance and behaviour EEF A

- 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 2025-26 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	Wareham St Mary Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	34% (57children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Nicole Davids (HT)
Pupil premium lead	Amy Perry (lead teacher)
Governor / Trustee lead	Phil Budden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,965
Recovery premium funding allocation this academic year	£0
School led tutoring grant	£0
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	£91,965

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school being able to link their love for reading and transfer this into their writing skills. We want to ensure that writing is consistent across the school and is developed in all subject areas, not just in Literacy lessons. We want our pupils to be confident mathematicians and have the skills and knowledge needed to use when they enter KS3. We also want to ensure all our pupils have opportunities to provisions which support them with their mental health and well-being and give them the experiences which will lead to them becoming independent learners.

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

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

- High quality **CPD and development** for all staff to deliver the best quality teaching possible
- High quality **interventions** for those who have fallen behind to catch them up quickly and efficiently.
- Pastoral, emotional and attendance** support to remove barriers that may stop pupils achieving
- Focus on embedding '**Ways in for SEN**'
- Supporting those pupils whose **attendance** is the barrier to them making the expected progress.

What are the key principles of your strategy plan?

- 1.To empower teachers to know their pupils and do what is best for them, delivering high quality CPD
- 2.To use evidenced targeted intervention to support pupils who are at risk of falling behind
- 3.To empower parents to understand how to best support their child at home.
- 4.To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions
6. To support all pupils that we feel are disadvantaged, regardless of whether the receive the pupil premium or not.
7. To develop support networks around children and their families

We will also focus on:

Quality First Teaching and good curriculum planning as a predominant approach to ensuring pupils acquire the skills they need

A focus on early identification in EYFS of any pupils or families who may require our support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes in reading, writing and maths.</p> <p>A key challenge is to raise outcomes for disadvantaged pupils so that their attainment becomes more closely aligned with national expectations. Last year (2025), the combined score for disadvantaged pupils was 33%, which is below the national figure of 47%. This gap needs to diminish.</p>
2	<p>Phonics</p> <p>A key ongoing challenge is ensuring that disadvantaged pupils develop strong phonics skills at the same rate as their peers.</p> <p>The challenge for the school is to ensure that disadvantaged pupils receive the precise, high-quality phonics teaching and targeted intervention required so that their outcomes remain strong, continue to rise, and become more secure over time. Strengthening early reading for disadvantaged pupils remains essential to prevent gaps from widening as pupils move through the school.</p>
3	<p>SEND</p> <p>We have a high proportion of pupils who are both disadvantaged and have identified special educational needs (43%). Of these disadvantaged pupils with SEND, 13% hold an EHCP. While we want all pupils to make strong and sustained progress, we recognise that those with additional needs require carefully tailored support to ensure they can achieve this.</p> <p>To address this, we have developed our 'Ways In' approach for SEND pupils, ensuring that teachers use precise starting points to inform planning and adapt task design. This enables pupils to access learning meaningfully and make the progress we know they are capable of. Our approach focuses on removing barriers, personalising learning pathways, and ensuring that high expectations are maintained for every child.</p>
4	<p>Attendance</p>

	<p>Attendance data for disadvantaged pupils was close to average in 2022-23 and 2023-24. It declined slightly in 2024-25 and is now deemed 'below' on the IDSR. Time away from school has a direct impact on both attainment and progress, consistent attendance essential.</p> <p>During the last academic year, 30.4% of disadvantaged pupils were persistently absent, compared with 20% of their peers, highlighting a significant disparity. Internal assessments and observations confirm that this level of absenteeism is limiting academic progress for disadvantaged pupils. In response, we have strengthened and adapted our attendance strategy to ensure more effective early identification, targeted support and improved engagement with families, with the aim of narrowing this gap and securing better outcomes for our most vulnerable learners.</p>
5	<p>Mental health and well-being</p> <p>Our assessments, observations and discussions with pupils and their families indicate that many pupils are experiencing social and emotional challenges, often linked to limited access to enrichment opportunities. In addition, the ongoing cost-of-living crisis is placing significant pressure on some families, creating barriers to pupils' participation in extra-curricular activities and wider school life. These factors disproportionately affect disadvantaged pupils and are having a noticeable impact on their overall wellbeing, engagement and attainment.</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
Improved maths and writing attainment among disadvantaged pupils by the end of KS2 with the aim to close the gap and be in line with national.	<p>Gaps in learning are identified and closed rapidly</p> <ul style="list-style-type: none"> Teachers use ongoing assessment to identify gaps quickly, and these are addressed through precise in-class support and, where needed, targeted intervention. Interventions show accelerated progress, measured against clear entry/exit criteria for each programme. Pupils falling behind in writing (e.g., spelling, handwriting, sentence structure) receive timely support, and intervention measures show clear improvement in in-school assessments.

	<p>High-quality teaching is consistent across the school</p> <ul style="list-style-type: none"> • Teaching is consistently good or better, verified through internal and external monitoring. • A consistent writing approach is embedded across the school, resulting in improved structure, accuracy and stamina for disadvantaged pupils. • Pupils remember and apply the intended curriculum, showing secure knowledge that supports progress in maths, reading and writing. <p>Disadvantaged pupils make strong, sustained progress towards ambitious KS2 targets</p> <ul style="list-style-type: none"> • All disadvantaged pupils make significant progress from their starting points, moving closer to national expectations in reading, writing and maths. • KS2 outcomes meet or exceed the national equivalent for disadvantaged pupils • Increased proportions of disadvantaged pupils reach the expected standard due to effective teaching, well-targeted intervention and reduced knowledge gaps over time.
<p>To see an increase in the number of disadvantaged pupils passing the phonics test at the end of the academic year.</p>	<ul style="list-style-type: none"> • Gaps in learning are rapidly identified and addressed, with targeted in-class support and, where needed, phonics interventions that demonstrate accelerated progress through clear entry/exit measures. • Teaching of phonics is consistently high quality, confirmed through internal and external monitoring showing that teaching across WSM is good or better. • All disadvantaged pupils make strong progress towards the national average, resulting in 90% of disadvantaged pupils passing the phonics screening check by the end of 2025–26.

To see a reduction in higher level behaviours (in line with their personal trajectory) for disadvantaged pupils with SEND.

- ‘Ways In’ strategies are consistently implemented, with the SENDCo supporting staff to ensure work is accurately matched to pupils’ developmental stage and leads to improved engagement and reduced behavioural incidents.
- Targeted behaviour support is strengthened, with the SENDCo, nurture lead and ELSA team ensuring identified pupils receive tailored strategies that effectively reduce dysregulation and poor behaviour choices.
- Staff confidence and practice improve, supported by ongoing training on managing challenging behaviours and up-to-date guidance provided by the SENDCo for teachers and 1:1 staff.
- Behaviour incidents decrease, evidenced by a lower percentage of disadvantaged/SEND pupils receiving red cards compared to the 44% baseline, and pupils demonstrate improved self-regulation and learning behaviours.
- Disadvantaged pupils with SEND make attainment gains in line with their personal trajectories, supported by high-quality provision, appropriate adaptations and consistent behaviour routines.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Half-termly attendance monitoring identifies pupils below 96%, followed by timely conversations with parents to offer support and agree actions, leading to clear improvements in individual attendance trends.
- Increased parental engagement through attendance-focused workshops, Coffee & Cake/Tea & Chat sessions, helping families understand expectations and access support early.
- Disadvantaged pupils with attendance below 96% show sustained improvement, moving closer to the national expectation of 96%.

	<ul style="list-style-type: none"> • Pastoral staff work closely with the LA and local schools to secure external support (e.g., play therapy, social care) for families with more complex barriers, resulting in improved attendance and engagement. • Overall disadvantaged attendance rises towards national expectations, demonstrating sustained positive impact of early intervention, family support and rigorous monitoring.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All disadvantaged pupils fully access enrichment, with 100% attending at least one club, 100% attending all school trips, and 100% participating in experience days, supported by funding where needed. • Disadvantaged pupils benefit from priority access to wellbeing support and enrichment, including Nurture provision, Forest School, and a wide range of clubs (e.g., Craft, Textiles, Running, Basketball, Film, Eco/Gardening, Board Games, Multi-sports, Gymnastics, Football, Cricket, Survival, French). • Families make use of pre-loved school uniform, ensuring pupils are equipped and ready to participate fully in school life without financial barriers. • Funding is used effectively so that no disadvantaged pupil is prevented from accessing trips, clubs or enrichment opportunities, ensuring they experience a rich and inclusive school life.

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: £48,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> -CPD in writing to ensure a consistent approach across whole school in English lessons -CPD to revisit teaching reading across the school -Reading enrichment for families/reading days/Golden ticket/Promoting reading at home/Author visits -Use of INSET days to work on pedagogy and develop strategies to use in classrooms to support best practise. - Maths CPD to be developed over the year to ensure consistency and to upskill staff (Maths training during staff meeting/Twilight) -Staff meetings review good practise and give staff a chance to share positive developments -Teachers who need support are receiving it through subject leaders, CLP central team and their practice is improving -New staff/ECTs are supported by subject leads and plan together when appropriate. - Constant links between reading and writing obvious in all lessons High quality texts chosen for lessons and used to demonstrate different styles 	<p>EEF guide to pupils premium – tiered approach – teaching is the top priority, including relevant CPD.</p> <p><i>‘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’</i></p> <p><i>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant’</i></p> <p><i>Education Endowment Foundation</i></p> <p>Effective Professional Development EEF</p> <p>The writing framework - GOV.UK</p> <p>Strong foundations in the first years of school - GOV.UK</p>	<p>1 - Attainment in Wr, Re and Ma</p> <p>3 - SEND</p>

<p>of writing and techniques used. Importance of reading at home reinforced by weekly reading raffle.</p> <p>-Use of key ingredients developed for core subjects and teachers monitored in their usage.</p> <p>-Develop work on SEN 'Ways in' - support from CLP, SENDCO time, INSET/Staff meeting time, visits to other schools/Peer review</p> <p>- Individualised support/in class coaching for teachers to enhance subject knowledge and provision delivered by subject leaders both core and foundation subjects</p>	<p>Sutton Trust – quality first teaching has direct impact on student outcomes</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	
<p>To work with the English Hub and invest in a validated phonics scheme</p> <p>Train staff in Summer Term 2026 for full implementation from September 2026</p>		
<p>Purchase of standardised diagnostic assessments. (NFER)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1 – Attainment in writing and maths</p> <p>3 - SEND</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1 - Attainment in maths</p>

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

Budgeted cost: £6,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics - Targeted children who did not achieve phase 2/3 phonics are supported through high quality teaching in small group interventions. Stage not Age philosophy. Thus, supporting development of reading and enhancing writing across the school.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Our specialist phonics teacher will work with a number of children from KS1 and LKS2 to support them with gaps in phonics knowledge.</p>	<p>Previous success with phonics attainment due to our phonics planning, teaching and setting.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p> <p>Strong foundations in the first years of school - GOV.UK</p>	<p>2. Phonics 3. SEN</p>
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1 – Attainment in writing and maths</p>

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

Budgeted cost: £36,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>All pupils with low attendance identified and individualised support in place leading to external intervention where needed (Schools Exclusion, Guidance and Training Officer)</p> <p>Disadvantaged pupils attend breakfast club, upon request from parent/ carer or as requested by school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Parental engagement EEF</p>	<p>4 – Attendance</p> <p>5 – Mental Health and Wellbeing</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Nurture provision will support children to overcome social and emotional barriers to both attendance and learning.</p>	<p><i>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over</i></p>	<p>All</p>

<p>Nurture Lead and separate classroom space: Improve social skills and accessing class time.</p> <p>Further ELSA staff being trained to manage the needs of our children.</p>	<p><i>the course of an academic year'</i></p> <p>Education Endowment Foundation</p> <p>Improving Behaviour in Schools EEF</p> <p>Behaviour interventions EEF</p>	
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Total budgeted cost: £91,964

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 2024 to 2025 academic year.

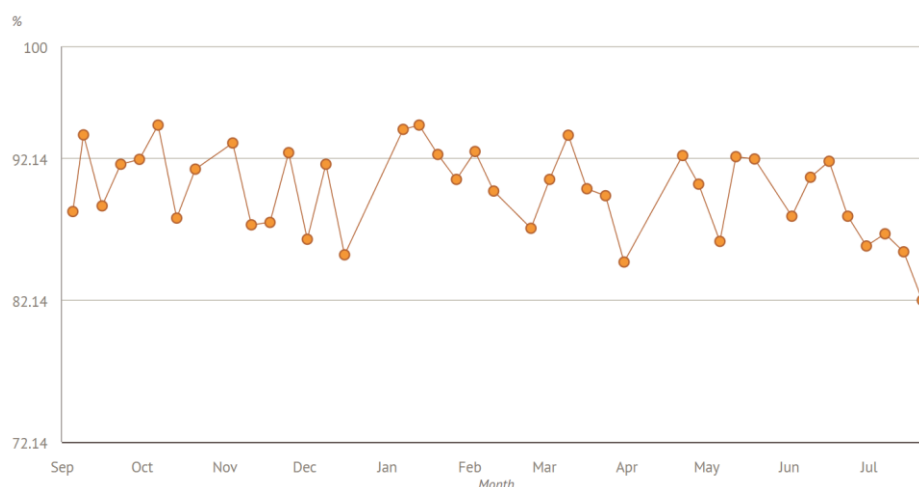
Aim	Outcome																									
<p>Improved maths and writing attainment among disadvantaged pupils by the end of KS2.</p>	<p>Outcomes below show % of children in Y6 reaching the expected standard in reading, writing and maths and combined at the end of the year.</p> <p>11 pupils were pupil premium</p> <table border="1" data-bbox="475 734 1385 1319"> <thead> <tr> <th>Y6</th> <th>Non PP</th> <th>PP</th> <th>National data (non PP)</th> <th>National data - PP</th> </tr> </thead> <tbody> <tr> <td>Re</td> <td>63%</td> <td>64%</td> <td>75%</td> <td>63%</td> </tr> <tr> <td>Wr</td> <td>63%</td> <td>64%</td> <td>72%</td> <td>59%</td> </tr> <tr> <td>Ma</td> <td>68%</td> <td>55%</td> <td>74%</td> <td>60%</td> </tr> <tr> <td>Comb</td> <td>50%</td> <td>36%</td> <td>62%</td> <td>47%</td> </tr> </tbody> </table> <p>7 PP pupils did not achieve combined at the end of Y6: Of these all pupils received targeted intervention, 3 pupils were on the SEND register, 2 had significant social care involvement, 1 pupil joined school in Year 4 and the other pupil despite extensive intervention did not achieve the expected standard in writing.</p> <p>All of these pupils received small group support and additional maths and reading interventions.</p> <p>The progress of Pupil Premium children has been monitored across the year in Pupil Progress meetings and teachers have worked closely with support staff leading interventions ensuring staff are aware of children's starting points.</p> <p>YARC/HAST assessments are used to inform interventions based around reading and spelling.</p>	Y6	Non PP	PP	National data (non PP)	National data - PP	Re	63%	64%	75%	63%	Wr	63%	64%	72%	59%	Ma	68%	55%	74%	60%	Comb	50%	36%	62%	47%
Y6	Non PP	PP	National data (non PP)	National data - PP																						
Re	63%	64%	75%	63%																						
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Ma	68%	55%	74%	60%																						
Comb	50%	36%	62%	47%																						
<p>To see an increase in the number of</p>	<p>Higher percentage of disadvantaged children passed phonics test in 2025 than 2024</p>																									

<p>disadvantaged pupils passing the phonics test at the end of the academic year.</p>	<p>50% passed in 2024 (SEND in class – 2 ch) 75% passed in 2025 (SEND in class - 4 ch) (88% of cohort passed overall)</p> <p>The one disadvantaged child who did not pass was EAL.</p> <p>Our phonics lead has worked hard to support the Y1 teacher in ensuring all phonics lessons are well-planned and support the gaps of the children. Our additional phonics teacher works with 30% of our PP children across the school supporting with daily phonics delivery for these children.</p>
<p>To see a reduction in higher level behaviours (in line with their personal trajectory) for disadvantaged pupils.</p>	<p>There was a small percentage reduction for our PP children receiving red cards.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>2023–24 (01 Sep 2023–31 Aug 2024) Pupil Premium Eligible (61 students): Present 90.9%; unauthorised 3.7%; authorised 5.4%; 46.5% at/above 95%. Non-Pupil Premium Eligible (104 students): Present 95.6%; unauthorised 0.94%; authorised 3.5%; 58.8% at/above 95%.</p> <p>2024–25 (01 Sep 2024–31 Aug 2025) Pupil Premium Eligible (61 students): Present 91.2%; unauthorised 3.1%; authorised 5.6%; 52.8% at/above 95%. Not Pupil Premium Eligible (104 students): Present 95.7%; unauthorised 1.0%; authorised 3.2%; 66.7% at/above 95</p> <p>Pupil Premium (PP) pupils increased their <i>overall attendance</i> from 90.9% in 2023–24 to 91.2% in 2024–25, a positive shift of 0.3 percentage points.</p> <p>Last year, 47% of our PP pupils (30 pupils) accessed Nurture provision or had ELSA intervention/pastoral check ins. This was a mix of meeting EHCP targets around SEMH, providing a trusted adult for pupils with social care involvement (21 pupils out of the 30) or supporting SEMH needs.</p>

This allowed some pupils to access education as otherwise they would not attend at all and removed barriers for EBSA pupils. It also provided a safe space for pupils who become dysregulated and reduced the disruption to whole class learning in 4/7 classes.

Breakfast club has been offered to 16 of our most vulnerable pupil premium children.

We noticed that the lead-up to holidays (Christmas, Easter and Summer) saw a large dip in attendance. We ensured we had additional support in place for these children - extra nurture sessions, additional TA support at these key times and clear communication to parents.



Our persistent absenteeism sits at 20.9 for non-PP and 33.3 for PP children. Our pastoral lead works closely with our families to help support and advise them on external organisations (Dorset Family Matters).

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Target: 100% of our disadvantaged children to take part in a club
 100% attendance of disadvantaged children on trips
 100% of disadvantaged children take part in experience days

Last year we offered 12 clubs. Our PP children have priority to attend each club. 91% of our PP children attended at least one club.

We had 90% of our PP children taking part in sports activities as part of the Purbeck sports hub we pay into.

Feedback from parents regarding sports events and clubs have been positive.

'I wanted to say thank you for offering such a vast amount of after school clubs for the children. They are so lucky to be offered these and great for parents that they are free.'

We find it hard to find activities out of school for E, but with all the offers from school she has plenty of fun activities to do. We also know she will be well supported and looked after.'

Thanks again, just want you and the staff to know how much the parents appreciate the effort.

Our ELSA staff have worked with 80% of our PP children supporting them with issues such as anxiety, bereavement, developing social skills and dealing with transition to secondary school. Pupil voice demonstrates that this support has been incredibly effective.

'I am able to go back into class in the afternoon without feeling nervous'
Y5 pupil

I love working with Mrs O, we make cakes and talk about things which help me feel happy'.
Y2 child

'Being able to use the Rainbow room to help me calm down is good and I can go back to class after I have been in there.'
Y4 child