

# Pupil premium strategy statement- Year Three of Three

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Winterbourne Earls CE Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	7% PPG 22% Service
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Philippa Carter
Pupil premium lead	Helen Rawnson
Governor / Trustee lead	Andy Munns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,170 PPG £14,405 SPG
Recovery premium funding allocation this academic year	£2000
School led tutoring	£1,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,790

# Part A: Pupil premium strategy plan

## Statement of intent

At Winterbourne Earls Primary School we provide a nurturing, inclusive culture, where we are actively committed to ensuring all of our pupils are able to experience success both emotionally and academically. The staff ensure the learning opportunities we provide meet the needs for all those eligible for the Pupil Premium Grant, tailoring the offer to each child. In order to ensure they flourish, our intention is to provide a personalised approach by getting to know each individual's needs, possible barriers to learning and family context. We aim to work collaboratively with parents and carers, recognising the importance of positive home-school partnerships.

We will actively seek to identify and then eradicate any barriers to learning, aiming to narrow any attainment gaps between disadvantaged and non-disadvantaged learners and improving the personal development of all.

Our aim is to provide the highest quality teaching experiences with staff training and consistency of offer across the school a top priority. We seek to enhance our offer for our disadvantaged learners with an ambitious vision providing the highest quality memorable learning experiences for all.

We recognise the importance of providing the emotional and pastoral support essential for all to thrive, with our disadvantaged children's wellbeing always central to our provision.

As a school community, we actively prioritise the needs of all pupils facing challenging circumstances, recognising that not all these pupils are registered for the Pupil Premium Grant and we reserve the right to include these vulnerable pupils within our planning for our allocated funding.

Pupil Premium funding will be allocated following a needs analysis identifying priority classes, groups or individuals. Discussions regarding the progress, attainment and success of any intervention programmes for our individual disadvantaged learners will be prioritised at pupil progress meetings and through regular scheduled meetings with our Governor for disadvantaged learners. Provision is monitored regularly and adapted where needed to best meet pupils' needs.

We have an ambitious vision for each of our disadvantaged pupils and strive to instil high aspirations for the future. We provide an exemplary transition programme so that our disadvantaged learners can build on their solid foundations and continue to flourish on their learning journey at secondary school.

Our Disadvantaged Learner lead and Year 6 teacher is released to provide a personalised one to one tuition programme for our Pupil Premium children.

## Challenges

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

Challenge number	Detail of challenge
1	To ensure attainment at KS2 is the same for disadvantaged learners as non-disadvantaged learners
2	To raise standards in reading in KS1 and KS2 and phonics in KS1
3	To further develop language development
4	To encourage high aspirations for the future
5	To establish a clear culture of self-belief, positive learning behaviours and wellbeing

## 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
Rates of progress are improved for all disadvantaged learners in every class	School data indicates accelerated progress
Attainment at KS1 and KS2 is above National average for all DL in Reading, Writing and Maths	The gap between disadvantaged and non-disadvantaged pupils is monitored regularly and narrowed by the end of each academic year Impact of disruption due to Covid-19 on individual children is identified and addressed Targeted intervention programmes have impact
The development of the language of Disadvantaged Learners by the end of EYFS is in line with their peers  All pupils are able to read fluently and comprehension skills improve across the school	Many opportunities provided for developing Speaking and Listening within continuous provision with early intervention given and collaboration with parents prioritised  Daily reading with DL prioritised Results achieved by year end: Y1 Phonics: 90% Exp KS1 Reading: 85% Exp + KS2 Reading: 85% Exp+

<p>Disadvantaged learners are given the highest priority in the acquisition of phonics</p> <p>Focus on vocabulary acquisition in each class ensures all pupils have exposure to a wider range of complex words which will enable them to access more complicated texts and books</p>	<p>Evidence of early intervention in phonics impacts the child's progress in reading</p> <p>Phonics lesson planning is progressive, cohesive and effective across EYFS and KS1 with close monitoring and same day interventions a priority</p> <p>Pupils exposed to a wide range of vocabulary than they may experience at home and develop the ability to communicate effectively</p>
<p>Parental engagement further developed</p>	<p>Parents feel more confident in supporting children at home and benefits of effective home-school partnership recognised</p>
<p>Pupils' attitudes to learning and behaviour is excellent</p>	<p>Children's wellbeing needs seen as a priority with regular support from Disadvantaged Lead and ELSA</p> <p>Children engaged by the curriculum on offer leading to excellent attitudes to learning</p>
<p>Resilience is seen to have impact on learning</p>	<p>Children's self-esteem and confidence progresses through encouraging pupils to focus on own preferred learning strategies</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics development  ALL TAs to be released to work with small groups for phonics 3X a week	Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (Phonics, EEF)	1,2,3,4,5
Access to high quality reading resources. Purchasing class sets of high quality texts with resources to improve teaching of them.  Purchasing age appropriate high quality texts for pupils to access.	Children who have access to high quality, age appropriate texts develop better literacy, emotional and communication skills (EEF)	1,2,3,4,5
Develop oracy in maths and to develop a variety of resources for teaching maths rather than just White Rose.	National Centre of Excellence evidence-based approaches and Maths Hub recommendations. (Improving Mathematics in Key Stages 2 and 3, EEF)	1,4,5
Purchasing of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. (Standardised tests/ Assessing and monitoring Pupil Progress EEF)	1-5
Resources to support QFT such as memberships to Professor Assessor.	EEF states that effective feedback is vital for pupils to progress. Having access to up to date assessments, specific approved resources will have a positive impact on QFT.	1-5
CPD for all teachers into Quality First Teaching.  Regular monitoring of impact of QFT and interventions for all groups	Constant reflection, monitoring and improvement of our teaching practice ensures that pupils make good progress. (EEF)	1-5

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

Budgeted cost: £ 8790 (to include £2000 Recovery Premium and £1,215 School Led Tutoring premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual DL Tutoring and recovery tuition. Using the DL Lead teacher.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils. (One to One tuition: EEF)	1-5
Additional reading and phonics for the bottom 20% of pupils.	Further reading/ vocabulary support for lowest 20% makes significant impact. (Ofsted)	1-5
Additional TA support for structured interventions	Once key areas have been identified by teachers, TAs can be directed to support those that need it.	1,2,3
Teacher led intervention groups.	Small group or 1:1 tuition to target specific gaps is an effective method to support progress and attainment. (EEF)	1-5

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

Budgeted cost: £8000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Developing our Affordable Schools programme</b>	<b>County wide strategy which has been developed by many DL experts</b>	<b>1-5</b>
Funding for trips, music lessons, swimming	DfE guidance on the wider strategies outline here is informed by engagement with schools.	1,4,5
Internet Safety visitor	Growing importance to keeping our children safe and confident on line	5
Residential Visit costs	Further development of wider opportunities to ensure that the DL pupils get every opportunity available.	4,5
ELSA hours/ CPD training for adults	There is lots to evidence supporting the fact that children learn better if their emotional needs are met. (EEF)	1-5

Service Children ELSA/ Events	There is lots to evidence supporting the fact that children learn better if their emotional needs are met.(EEF)	1-5
Another visit especially for PPG/ SPG pupils	DfE guidance on the wider strategies outline here is informed by engagement with schools.	3-5

**Total budgeted cost: £ 31790**

# 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.

### Part B: review of outcomes in the previous academic year 2022-2023

## Impact Statement

Impact is measured by looking at our key challenges and to what extent our selected activities have achieved our desired outcomes.

We look at active ingredients and their impact on our pupils when evaluating success.

We look at four strands when considering the impact our strategy has had on the progress and outcomes of our disadvantaged pupils.

1. Culture and ethos changes: staff acquisition of new knowledge and expertise
2. Implementation evaluation: staff use of new knowledge and expertise
3. Implementation evaluation: organisational support
4. Impact on pupils as learners (academic, social and emotional)

**CHALLENGE 1:** To ensure attainment at KS2 is the same for disadvantaged learners as non-disadvantaged learners

### **Culture and ethos changes: staff acquisition of new knowledge and expertise**

The culture and ethos is regularly reflected on, more so this year through the lens of disadvantage and positive inclusivity.

Subject Leaders attended CPD and then led staff meetings to further train staff.

All TAs trained as readers/ scribes for the KS2 SATS papers to support those who needed it.

New TA to Year 6 trained up to support pupils. Year 6 class TA now has excellent subject knowledge, understanding of common misconceptions and skills to support and teach targeted interventions bespoke to individuals.

TA new to Year 4 upskilled to assist with the process of the Multiplication Tables Check.

### **Implementation evaluation: staff use of new knowledge and expertise**

Targetted interventions developed and use of 'Fix it Wall' to help pupils identify where their own gaps were.

Year 4 Multiplication Tables Check- developed staff to ensure clear tracking and interventions.

Interventions groups developed and carefully monitored across KS2 to ensure impact.

### **Implementation evaluation: organisational support**

Regular Pupil Progress Meetings, close monitoring and support from Maths and English Lead Teachers enabled PPG pupils' progress to be monitored by a team providing useful insights and timely next steps.

Experienced teachers in Year 4 and Year 6 where PPG pupils were.

### **Impact on pupils as learners (academic, social and emotional)**

2 PPG pupils sat their KS2 SATS tests: both made significant individual progress in all subject areas. 1 met Expected Level in all areas of the curriculum and the other (who also had SEND) was confidently able to sit the tests with WTS High in Maths and SPAG and achieved EXP level in Reading.

Year 4 PPG pupils made secure progress in all areas of the curriculum.

(No PPG in Year 3 or Year 5)

These pupils were inline with others in their cohorts.

### **Next steps**

- Keep a focused eye on Year 5 PPG students as they progress through the school- they are likely to be able to achieve GD so might need support for 11+.
- Two new PPG pupils added for the year 2023-2024: one in Year 4 and one in Year 6.
- Four complex PPG pupils transitioning into Year 3 will need extra support to ensure that they keep up with the demands of the KS2 curriculum.

**CHALLENGE 2:** To raise standards in reading in KS2 and phonics in KS1

**Culture and ethos changes: staff acquisition of new knowledge and expertise**

Through strong leadership, all staff understand that the reason the new Phonics scheme was chosen was to ensure all vulnerable learners (disadvantaged or not) get the best start in school that they deserve. This has been seen as a deliberate move and a reinforcement of the culture of inclusivity, unconditional positive regard and is underpinned by the new Relationships and Positive Behaviour Policy developed across the academic year. This has been a positive change in culture built right across the curriculum for the benefit of all our children.

NPQTL: undertaken by Year 1 teacher who significantly developed and led our change in phonics program to Little Wandle. She led staff training ensuring that EVERY member of the teaching staff had the training irrespective of the year group they worked with.

English Leader developed our Reading Skills for progression through the school using 'Reading Dogs' that represent different reading comprehension skills. He also trialed Read Write Inc spelling schemes for KS2 and will further look at transition materials for KS2 spelling once Little Wandle produce a spelling scheme matched to the phonics scheme.

**Implementation evaluation: staff use of new knowledge and expertise**

Phonics- Trial of the new Little Wandle Scheme to ensure a smooth transition for next year: Pupils in Year 1 secured all of Song of Sounds targets leading to successful Phonics Screening Check results and were then carefully guided through transition to the new scheme to ensure that there was no confusion. This was the key year group who needed to secure a smooth transition between two very different phonics teaching and group reading approaches.

English Lead teacher re-established the library area and implemented closer monitoring of reading comprehension through the regular use of NTS Reading tests for each year group.

**Implementation evaluation: organisational support**

Phonics and English Lead worked together to ensure consistency across the school and to carefully evaluate the new phonics program to ensure it was right for our school. Strong leadership ensured total commitment gained by all staff through training sessions as impact on whole school (with all TAs across school taking a reading group 3x per week) will be considerable. Close oversight of the transition to the new programme was monitored by Ramsbury English Hub. Considerable release time was provided for the Phonics Lead to train and implement programme. Staff in both Year 2 and Year 3 were released for transition training including 'catch up' programmes for those who did not achieve a pass at PSC and whose writing has been impacted by insecure phonological awareness. Phonics Leader liaised closely with Governors and worked diligently to ensure that all resources were trialed and in place ready for September 2023 when the new scheme would be rolled out to the whole of KS1 and used by all staff.

Visit by Dame Jacqueline Wilson at the start of the year to open the library enthused all children to read.

**Impact on pupils as learners (academic, social and emotional)**

- Phonics Screening 91% Phonics achieved in Year 1
- Impactful Phonics Catch up programme in place for those in Year 2, resulting in combined Year 1/2 PSC 90%
- PPG pupils in Year 1/ Year 2 much more confident to read and share their books and so able to engage more with other aspects of the curriculum.
- KS2 SATS Reading results showed good progress with one PPG pupil getting GD and the other EXP level.
- Careful monitoring and quick, tailored intervention of one PPG pupil in Year 4 meant that when her engagement with reading dropped off, it was quickly identified and through careful choosing of reading books, enjoyment of reading was restored resulting in good progress in her reading this year.
- The termly reading testing using NTS was calibrated against Year 6 Reading SATS scores demonstrating that it is in line with what we are needing our pupils to achieve at the end of KS2. Each class trialed it this year so pupils have been familiar with sitting a more formal reading assessment.
- Lowest 20% of all readers are heard to read at least 3X a week- more frequently in KS1.

### Next steps

- To embed the new phonics scheme and ensure that all staff delivering phonics are confident in the approach.
- TAs confidently to lead a small guided reading group 3X weekly next year (2023-2024).
- To further engage pupils by developing a significant event for our Book Week to immerse our pupils.
- To continue carefully scrutinise the engagement of PPG pupils and their reading involvement and to act swiftly when reading at home drops off. Eg to introduce Reading Buddies with the Year 6 Librarians where needed.
- To improve parental engagement in reading activities at home.
- To encourage more parents/grandparents/members of the community to listen to readers in school.

**CHALLENGE 3:** *Missed language opportunities for our PPG children during COVID lockdown is still having a negative impact on oral language skills and vocabulary development.*

### Culture and ethos changes: staff acquisition of new knowledge and expertise

Whole school recognition of the importance of securing good language and vocabulary development- teachers now ensure pre-teach sessions are delivered at the start of a new topic to develop key vocabulary. All vulnerable/disadvantaged pupils can access this support. TA now trained by a local Speech and Language therapist able to offer one afternoon a week to

support the development of language across school. Specialist TA works very closely with teaching staff.

Quality First Teaching Staff Meetings have focused on the importance of vocabulary.

DL Leader (completing NPQSL) lead staff meetings on the importance of developing vocabulary in each subject.

### **Implementation evaluation: staff use of new knowledge and expertise**

Key vocabulary for all subjects is highlighted and explicitly taught in lessons. New vocabulary that pupils struggle with is being explained at point of teaching.

Knowledge organisers and key vocabulary in specific subjects are being shared and discretely taught.

### **Implementation evaluation: organisational support**

RE and Science Leaders have created knowledge organisers for each unit with key specific vocabulary. This is being further developed with other subjects.

DL Tutor has used much of the tutoring time to give the pupils time to talk and discuss their learning – developing language and explaining any terminology that is in their books that they need a second explanation for.

### **Impact on pupils as learners (academic, social and emotional)**

PPG pupils are more articulate in discussing their learning as it is becoming part of the pattern of the tutoring sessions. They are more confident in asking about things that they have struggled with in class as well as being enthusiastic in their dialogue about lessons that have gone well. Year 4 and 6 pupils demonstrated that vocabulary focus words were being consciously included in their written work as they were able to highlight them at the point of editing.

### **Next steps**

- Further embedding of pre-teaching of key vocabulary for children with additional language needs.
- Develop oracy in maths ensuring that discursive questions (eg Always, Sometimes, Never.../ Odd one out / True or false) are being used in lessons.
- Further assess impact of specialist Speech and Language TA and evaluate how her time can be best spent.

**CHALLENGE 4:** To encourage high aspirations for the future

### **Culture and ethos changes: staff acquisition of new knowledge and expertise**

Across the year, leaders have been reinforcing the 'ethic of excellence', ensuring all children understand how they can take ownership of their learning. This is visited regularly in worship where there is a more obvious values-based approach to school and a sense of pride and belonging is developing. Full engagement and positive attitudes to learning are seen by the children as the norm. This 'ethic of excellence' is widely reiterated through teaching and regularly monitored. Children are expected to have high aspirations for their learning and subsequently for their future journeys.

Visitors to school are invited to link in with the values-based approach in worship, thus offering an insight into possible roles for the future. Military guests and parents came to talk after the Remembrance Service to develop understanding of their roles of service. Police invited to talk to children.

Eco- Week training developed children's insights into looking after our world.

Two members of staff undergoing NPQs and another completing ECT; meant a shared understanding and drive of the need to promote aspirations in our pupils.

DL Lead attended all DL courses.

### **Implementation evaluation: staff use of new knowledge and expertise**

Development of our School Council to show an impact on school life. Pupils actively involved in aspiring to improve our school- eg New Play Pirate Ship installed on the field and new child-friendly anti-bullying leaflet produced

Music Leader led a trip to the Young Voices Concert at the O2 Arena. 3 out of 4 possible PPG pupils attended- the cost of which was raised through in school fundraising.

Eco Week- the whole school focused on the difference we can make on the world.

Science week- launch event was a falconry visit. Week long activities involving visitors in to the classes eg expert leading a session in Year 6 on dissection of a heart and RAF pilot visited Year 4.

Sporting Events- all KS2 PPG pupils represented the school in at least one sporting event.

School's main fundraising event of Figsbury Challenge run completed by 50% of PPG pupils.

PPG pupils and 4 other vulnerable pupils attended Wimbledon for the day with enjoying tickets to Centre Court. Sessions were held before and after the event to ensure maximum impact of this event.

KS1 had a series of visitors in from local water board to the fire brigade.

KS1 took the two classes on a local bus into town to complete a series of challenges and familiarize themselves with our local city.

Year 3 and 4 were taken to see 'The Bible comes to Life' Exhibition staged in a local church, our first RE trip, expanding our knowledge our Christian heritage.

### **Implementation evaluation: organisational support**

FOWES financially supported events that promoted high aspirations

English Lead scrutinised the class texts being used to ensure that a range of people were represented as protagonists and that all children could engage fully in books.

Weekly 'Picture News' has been purchased to share with all classes to develop up-to-date news understanding and knowledge and understanding of the wider world.

Worships include aspirational messages and visitors.

### **Impact on pupils as learners (academic, social and emotional)**

Pupils have started to discuss the world around them more and are keen to think about things that they would like to be involved in. Pupils' expectations of their own ability is regularly being

raised, leading to thinking about high aspirations for the future, in school and beyond.

### **Next steps**

- Explore the possibility of taking a trip of PPG to Kidzania to experience different types of employment?
- Keep finding opportunities for pupils visit other places, experience new things.
- DL Leader to take a staff meeting discussing that we have to assume that some of our pupils have no experience of things we take for granted- this point needs to be understood by ALL staff.
- Create a passport of activities that we would like ALL pupils to have experienced before they leave us in Year 6.

### **CHALLENGE 5:**

#### **To establish a clear culture of self-belief, positive learning behaviours and wellbeing**

*Assessments, observations, and discussions with pupils, parents and carers show that we continue to have some children needing additional support to build resilience, self-belief and engagement to move forward in their learning and ensure a positive wellbeing. This was due to partial school closures during COVID-19 and also other external factors.*

## **Culture and ethos changes: staff acquisition of new knowledge and expertise**

New Relationships and Positive Behaviour Policy is being successfully implemented, with the simple charter of 'Be Ready, Be Respectful and Be Kind' underpinning our values-based approach.

Leaders constantly talk about how key embedding positive attitudes to learning are, with these attitudes evident across school, modelled by all staff and part of the ethos of school. Visitors regularly comment on the positive engagement and enthusiasm of all.

Restorative Practice training has been offered to ALL staff with the approach becoming embedded.

The Pastoral and Wellbeing Lead has provided TD Day training sessions for staff and regularly supports staff and pupils on developing resilience.

New ELSA has completed her training ELSA supervision - ELSA sessions now taking place with Bourne Forces sessions for service children also developing a sense of belonging.

Service Children are positively celebrated, particularly during Remembrance when parents are invited to take part and children lead the service and sing as part of the Winterbourne Earls Military Children's Choir.

Music lessons, subsidising school trips, external club sessions (sports clubs) have been put in place – this has increased engagement at school.

Safeguarding training ensures all staff seek to secure the very best outcomes for children.

## **Implementation evaluation: staff use of new knowledge and expertise**

Staff are more aware of how to support children both through targeted work, but also within the classroom environment. Training sessions from pastoral staff including ELSA ensure all understand how to better support our vulnerable children. 'Deliberate botheredness' has become a mantra ensuring that developing relationships with all children and their extended families are of paramount importance.

Positive unconditional regard seen as key in dealing with behaviour/communication concerns. Staff are continually professionally curious ensuring safeguarding and the best possible outcomes for our families are paramount.

## **Implementation evaluation: organisational support**

- We have held parent workshops with a Parenting Professional and thought creatively of how to maximise participation through providing creche facilities, timings of the meetings and individual personalised invitations.
- Staff have held Spring Parent Workshops to help parents support their child's learning. Target PPG parents have been individually invited to separate 1:1 meetings to ensure that they have felt welcome and included when it might have felt daunting. All PPG parents attended the workshops across all year groups. We believe we have a range of targeted interventions to support our most vulnerable children, and know which external agencies to contact for further support.
- A School Chaplain (through The Bridge Project) has joined our school this year. She has

made a significant impact on individuals who need extra support, working with individuals or groups who need spiritual and emotional support.

- The Deputy Headteacher and Computing Lead Teacher led a parent session inviting our Pastoral Lead, social workers and secondary school teachers to discuss the importance of internet safety so that we can support our pupils to interact safely and confidently online.
- Involvement with external agencies such as EP, behaviour support, social services where needed.
- Wrap around care is well-run, popular and fully established and the club staff have an excellent rapport with our pupils, ensuring that they are developing their resilience, self-belief and well being through appropriate personal discussions, carefully chosen activities, which are driven by the pupils and opportunities to work with other children trying something new. The club staff are members of the school team so there is a three way flow of important information (Parents, Teaching staff and Wrap Around Club Staff).
- Introduction of Head Teacher's Hot Chocolate events – pupils are invited (nominated by their Class Teachers) to share their positive moments from the week and make suggestions for school improvement
- Careful transition to secondary schools ensures a continuation of care and a confidence in our pupils.
- Improved transition into school from nursery, with activities to engage with parents and new children.
- Our two children previously looked after have engaged with a comprehensive programme of social events with others through the Salisbury PLAC initiative.

### **Impact on pupils as learners (academic, social and emotional)**

Teachers are confident to support individual children in class and have continued to develop positive relationships with families.

SEN children are well supported across school with work scaffolded well to meet individual needs.

The Pastoral Lead, Chaplain and ELSA are all deployed effectively with referrals to these experts at the point of need, ensuring impact is immediate.

The Pastoral Lead now works with the head more alongside parents in support of their children as this is where the need is seen to be greatest at present.

Recommendations from outside agencies in support are put in place rapidly and progress for these children is positive.

Service children feel welcomed and celebrated, with many families choosing to stay whilst serving members move away on posting. Pastoral support for children whose parents are away is seen as very important and prioritised by pastoral staff.

### **Next steps**

- Internet safety sessions for pupils, teachers and parents to further the continual message that we are sending out. Planned for September 2023.
- Continue to embed the good work that all members of staff are doing to develop

resilience, self- belief and well- being. Ensure that this does not ever get forgotten. Continue to proactively find opportunities to do this.

- Develop the Remembrance Service further into a local project connecting the school to those whose local people who served in the past. Work alongside the Bourne Valley Historical Society. Further develop a sense of belonging for our Bourne Forces children.

## NEXT STEPS

The school is now working towards achieving the Affordable Schools Strategy award to ensure our school offer is inclusive for all families in our community. The Head Teacher and the DL Leader attended the Affordable Schools Conference (September 2023). The DL Leader is attending DL Network Meetings to ensure the school is up-to-date with information and to further enhance our DL offer.

## 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*

<b>Programme</b>	<b>Provider</b>
Disadvantaged Learners Matter	Right Choice, Wiltshire Council
Making it Happen Course	Right Choice, Wiltshire Council