Pupil Premium Strategy Statement

Pupil premium is funding to improve the educational outcomes for disadvantaged pupils. The DfE has stated that schools are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. School leaders should decide how to spend the pupil premium. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- small group or one-to-one support
- speech and language therapy
- motor skills programme

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- extra-curricular and enrichment opportunities
- support for emotional health and wellbeing
- help with the cost of school uniform and equipment

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. [EEF]

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

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

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

School overview

Detail	Data
School name	Rushcombe First School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	9.9 % [11.2%]
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 -2026 [2023 – 2026]
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Senior Leadership Team Governing Body
Pupil premium lead	C Mahon
Governor / Trustee lead	S Gerra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,850 [TBC]
Recovery premium funding allocation this academic year	£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	£44,850 [TBC]

Part A: Pupil premium strategy plan

Statement of intent

The school aspires for all of our children to be the very best that they can be in every sphere of their learning. The school's innovative curriculum and effective pedagogical approaches aim to provide outstanding teaching and learning for all of our children. The school has developed an ambitious curriculum that is designed to enable all children, including those disadvantaged, to acquire the knowledge, skills, self-belief and cultural capital to succeed in life.

Developing high levels of competency in English and Mathematics is a central aspect of our curriculum, but we also believe that it is the right of each child to experience a broad, balanced and highly motivating curriculum through our whole school Learning Adventure approach. Our Learning Adventures provide purposeful contexts for the children's learning, delivered through an inquiry approach and using the Mantle of the Expert pedagogy.

Alongside our positive and caring ethos, our comprehensive provision, opportunities and guidance enables the children to develop the appropriate skills and qualities to enhance their behaviour, personal development and wellbeing.

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve well. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attaining. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

Our approach is responsive to common challenges and individual needs, rooted in robust assessment and a wide range of evidenced research including EEF and DfE resources. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Overall, low baseline/s in the EYFS particularly in Personal, Social & Emotional Development, Communication & Language, Physical Development, Literacy and Mathematics including the progress/low attainment of those children identified with SEND as they move on through the school.
2	The language skills of some individual children is impacting on their phonic, reading and writing development.

3	The social and emotional skills of some individual children are impacting on their confidence, self-esteem, independence and the ability to self-regulate.
4	The attendance, progress and development of some individual children resulting in lower outcomes and their ability to engage and flourish.
5	The limited opportunities for enrichment including the participation in the arts, physical and outdoor activities of some individual children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Accelerate the progress of children in EYFS/Year 1 and onwards, enabling them to access a wide range of learning opportunities with increasing confidence, skill and independence as evidenced by teacher observations and pupil tracking information.	Children illustrate increased confidence, independence and understanding enabling them to participate actively in all learning opportunities. Progress is accelerated, targeted support is in place and outcomes enhanced.
Enhanced language skills enabling children to develop their phonic, reading and writing development as evidenced by teacher observations/assessments, standardised/national assessments and pupil tracking information.	Children demonstrate enhanced language, phonic, reading and writing skills with the vast majority achieving age related expectations including passing the Year 1 phonic screening check.
Improved confidence, self-esteem, independence and self-regulation enabling children to interact positively with their peers and manage their emotions successfully to access all learning and play opportunities as evidenced by teacher observations, pupil tracking information and children/family feedback.	Children positively manage their emotions illustrating increased confidence and independence and the ability to positively collaborate and actively participate in shared learning and play opportunities.
Enhance the attendance, progress and development of children who require support as evidenced by teacher observations/assessments, standardised/national assessments, pupil tracking information and attendance data. Support parental engagement with their children's learning, and development.	The progress of children who require support is addressed with the majority achieving age related expectations and the attendance of all children is in line with national/school expectations.
Increased enrichment/cultural capital opportunities for all children as evidenced in curriculum provision documentation, extra-curricular participation, teacher observations, enrichment participation and children/family feedback.	Children participate in a wide range of art, physical and outdoor learning opportunities.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality continuous staff development leading to enhanced pedagogy, teaching and learning. SDP Priority 1: Developing high quality teaching and learning through pedagogy and curriculum design: ['The Rushcombe Approach' alongside the implementation of neuroscience research, the development of spoken language, the further development of reading skills, the extension of the writing studio, the systematic learning of key skills in mathematics, enhancing the outcomes and achievement of SEND and PP / Disadvantaged] SDP Priority 2: Enhancing the school's ethos and culture, including developing positive behaviour, dispositions and supporting emotional wellbeing. SDP Priority 3: Developing school systems to support high quality teaching and learning, including school self-evaluation and pro-fessional development**.** See SDP for further details.	Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a significant number of years. The EEF Teaching & Learning Toolkit indicates that a range of strategies have high/moderate impact for low costs based on moderate/extensive research, for example, feedback + 8 months, collaborative learning + 5 months, metacognition + 8 months and peer tutoring + 5 months. Note: The school has participated in a UCL/Institute of London/Dorset Council project 'Promoting the Achievement of Looked After Children' [PALAC]. PALAC is a pioneering evidence based research led programme.	1 – 5.
Whole school Learning Adventure approach including the use of co-constructive inquiry, mastery principles, MOE, TED, studio approach, Reggio principles, the expressive languages, metacognition, feedback and reflection. See school information and SDP for further details.	Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a significant number of years. The EEF Teaching & Learning Toolkit indicates that a range of strategies have high/moderate/low impact for low costs based on moderate/extensive research, for example, feedback + 8 months, collaborative learning + 5 months, metacognition + 8 months and arts participation + 2 months.	1 – 5.

Employment of additional staff time: continued support and tracking of children's progress including completion of assessments ensuring that curriculum planning builds upon the children's needs and starting points. The implementation of an ambitious, rich and broad curriculum whilst using flexibilities to consolidate and extend learning. Continue to build upon provision and support for different individuals and groups [Disadvantaged/SEND] including utilising the principles of quality first teaching, systematic, sharply focused targeted interventions and the tracking of children's progress across their time at school.	Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years.	1 - 5.

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase language and phonic skills and knowledge to improve reading and writing fluency. Extend the culture of spoken language, enabling children to be confident and respectful speakers. Enhance children's reading development including the recognition of high frequency words. Further enhance writing skills by extending the development of the writing studio fostering the view of writing as a dynamic language of expression, including reviewing key skills (handwriting, grammar, spelling, punctuation). Employment of additional staff time to complete assessments and implement targeted interventions and support programmes. Embed phonics and language teaching and approach in line	Previous implementation and experience has enabled the vast majority of the children to successfully achieve the national Year 1 phonic screening check. The EEF Teaching & Learning Toolkit indicates that phonics has moderate impact for very low costs based on extensive research [+ 5 months].]. In addition, Early Years interventions indicate moderate impact for very high costs based on extensive research [+ 5 months]. The EEF Teaching & Learning Toolkit indicates that oral language interventions has moderate impact for very low costs based on extensive research [+ 6 months].	1, 2 & 4.

with DfE guidance [Effective Systematic Synthetic Phonics Programme, DfE, July 2021] and the updated Reading Framework [2023] & the Writing Framework [2025].		
Enhance children's love of language [rhythm & rhyme], reading and writing including further developing reading skills and extend writing approaches including the writing studio. Embed language rich opportunities including utilising different strategies to enhance language, the love of reading and writing. Alongside further developing writing skills by extending the development of the writing studio fostering the view of writing as a dynamic language of expression, including reviewing key skills and extending the focus on key skills across classroom culture [reading challenge, oral storytelling/role play/drama, TED and playful/purposeful writing, text choice, writing journals, collaborative learning and philosophical discussion] In addition, continue NfER NELI language programme and other supportive strategies.	Research indicates that early language development of low income children lags behind their peers by 16 months on school entry [Sutton Trust] and vocabulary at the age of 5 can be a predictor of long term success [UK BCS70 study]. The EEF Teaching & Learning Toolkit indicates that oral language interventions has moderate impact for very low costs based on extensive research [+ 6 months] and reading comprehension strategies has high impact for very low costs based on extensive research [+ 6 months].]. Alongside this, the EEF Teaching & Learning Toolkit indicates that a range of strategies have high/moderate impact for low costs based on moderate/extensive research, for example, feedback + 8 months, collaborative learning + 5 months and metacognition + 8 months. In addition, Early Years interventions indicate moderate impact for very high costs based on extensive research [+ 5 months].	1, 2 & 4.
Develop children's physical, social and emotional development. SDP Priority 2: Enhancing the school's ethos and culture, including developing positive behaviour, dispositions and supporting emotional wellbeing. Enhance staff knowledge, skills and understanding of trauma in-formed, attachment aware and therapeutic approaches. Review the school's Learning Hero approach including intro-ducing new characters and amending the behaviour code /reward system. Extend the culture of an emotionally healthy school through extending the language of emotions as a daily and integral part of classroom and whole school ethos/actions and developing means of providing	Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years. The EEF Teaching & Learning Toolkit indicates that physical, social, emotional and outdoor learning has moderate impact for moderate costs based on moderate/extensive research [+ 4 months]. In addition, Early Years interventions indicate moderate impact for very high costs based on extensive research [+ 5 months]. *Note: DfE National Mental Health Lead Training completed in 2022; NHS Mental Health Support in Schools project commenced 2022, Therapeutic Approaches training completed autumn 2022 and autumn 2025, Trauma Informed training completed in summer 2023, Learn to Move completed 2022 – 2023 and ELSA training completed autumn 2025.	3 & 5.

therapeutic support and ELSA for identified children. Develop playtime opportunities to foster children's problem solving, investigative, collaborative and creative skills. Extend the school's vision for children's connectivity to nature, including extending the forest school programme. Employment of specialist teachers, such as, Inclusive Learning Lead and specialist teachers/professionals providing a wide range of opportunities including social, emotional and physical opportunities. Enhance parental engagement with their children's learning, and development through a range of channels including school workshops and the support of different professionals.		
Promote achievement and challenge for all children with targeted interventions and coaching groups. Employment of additional teacher time including Inclusive Learning Lead and specialist teaching, one-to-one/small group support structured interventions. Continue to build upon provision for disadvantaged SEND including systematic, targeted interventions; extend highly responsive teaching to meet the needs of all learners, including those disadvantaged/SEND.	Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results including a high number of children achieving 'Greater Depth' at the key national/ school assessment points with the children over a significant number of years. The EEF Teaching & Learning Toolkit indicates that mastery learning has moderate impact for very low costs based on moderate research [+ 5 months]. In addition, collaborative learning [+ 5 months], metacognition & self-regulation [+7 months] and effective feedback [+6 months] alongside individualised instruction/one-to-one instruction [+4 months/+5months]. *Note: The new Inclusive Learning Lead has successfully completed the national SENCO Award in 2023.	1 – 5.

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

Budgeted cost: £9,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further enhance the school's ethos and culture, including	Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key	1, 3 & 5.

developing positive behaviour, dispositions and supporting emotional wellbeing. Extend the culture of an emotionally healthy school through extending the language of emotions as a daily and integral part of classroom and whole school ethos/actions and developing means of providing therapeutic support for identified children. Enhance staff knowledge, skills and understanding of trauma informed, attachment aware and therapeutic approaches. Review the school's Learning Hero approach including introducing new characters and amending the behaviour code /reward system. Continue to extend support/ information to parents, working in conjunction with other professional/agencies. Further enhance the whole school learning community through the Learning Adventure approach, enhancing the use of whole school meetings, reviewing the role of Talk Together Time and developing the use of assemblies and events to foster connectivity across the school and to feed into highly purposeful cross phase projects. Develop playtime opportunities to foster children's problem solving, investigative, collaborative and creative skills. Extend the school's vision for children's connectivity to nature, including extending the forest school programme. Note: DfE National Mental Health Lead Training completed in 2022; NHS Mental Health Support in Schools commenced 2022-2023 and is ongoing, Therapeutic Approaches training completed autumn 2022 & autumn 2025, Trauma Informed training completed in summer 2023 and ELSA training completed in autumn 2025.	national/school assessment points with the children over a number of years. The EEF Teaching & Learning Toolkit indicates that social and emotional learning has high/moderate/low impact for very low/moderate costs based on extensive research [+ 4 months], outdoor learning [+4 months], collaborative learning [+ 5 months], self-regulation [+7 months] and arts participation [+ 2 months].	
Support high attendance rates and engagement.	Continued focus has contributed to increased attendance rates and to the school consistently	4

The continued promotion of excellent school attendance including the provision of effective information, support and communication Continue to implement Dorset Council Attendance Strategy and Plan [2025] and Promoting Educational Attendance in Dorset [2025] including reviewing any children of concern. Note: The DfE have set individual school attendance target. Rushcombe First School attendance target for 2025/2026 is 96.4%.	maintaining positive results at the key national/school assessment points over a number of years. Research from the DfE [2012] established a positive impact between improved attendance and higher attainment. Note: DfE Working Together to Improve School Attendance [2024], Attendance Toolkit [2024] and other supporting documents and new DFE school targets 2025/2026.	

Total budgeted cost: £44,850 [TBC]

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.

During the year, the school remained committed to providing high level of educational provision, care and support. Staff worked hard to accelerate the children's progress and address areas of need – overall the children made positive progress. The children illustrated enthusiasm about school and high levels of positive engagement with their learning. Staff completed regular assessments identifying any future needs of the children.

Towards the end of the autumn term 2022, the school was visited by His Majesty's Inspectorate [HMI] to complete an Ofsted inspection of Rushcombe First School. The school was graded 'Outstanding' in all areas: overall effectiveness, the quality of education, leadership and management, behaviour and attitudes, personal development and early years provision. The school's Ofsted report captures the full details of the inspection and its findings, including:

- 'Pupils flourish at this school and are proud to be part of it.'
- 'Pupils' behaviour is exemplary.'
- 'Leaders have designed a rich, inclusive and ambitious curriculum that has the pupils' needs at its heart.'
- 'Teachers are meticulous in curriculum planning.'
- 'Pupils' achievement across the curriculum is outstanding.'
- 'Pupils are exceptionally respectful of both each other and adults.'

The national assessments completed in the academic year 2024 - 2025 indicate the following:

National Assessments: Summer 2025	**Rushcombe First School: Pupils eligible for Pupil Premium**
% achieving a Good Level of Development in EYFS	2 of the 7children achieved a GLD [29%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in EYFS	4 of the 7 children achieved reading, writing and maths [57%]; additionally 1 child achieved reading and maths, 1 child achieved reading and 1 child achieved maths. [reading 86%, writing 57% and maths 86%]
% achieving a pass in the national Year 1 Phonics Screening Check	3 of the 3 children passed the Year 1 phonic screening check [100%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 1	3 of the 3 children achieved reading, writing and maths [100%]. [reading 100%, writing 100% and maths 100%]

% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 2	5 of the 7 children achieved reading, writing and maths [71%]. [reading 71%, writing 71% and maths 71%]
% achieving Age Related Expectations (ARE) or higher in reading in Year 2 [KS1 Assessments]	5 of the 7 children achieved [71%]
% achieving Age Related Expectations (ARE) or higher in writing in Year 2 [KS1 Assessments]	5 of the 7 children achieved [71%]
% achieving Age Related Expectations (ARE) or higher in maths in Year 2 [KS1 Assessments]	5 of the 7 children achieved [71%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 3	3 out of 7 children achieved reading, writing and maths including GD for some areas. [reading 43%, writing 43% and maths 43%]
% achieving full or above 20 in national multiplication check	2 out of 7 children achieved full marks and an additional 2 children achieved 20 or more out of 25. [57%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 4	4 out of 7 children achieved reading, writing and maths; in addition, I child achieved reading & writing and 1 child achieved reading. [reading 86%, writing 71% and 57% maths]

Assessments at the end of the summer term 2025 indicate that all but 3 pupil premium children not identified with SEND achieved the expected standard in reading, writing and maths, in line with their peers. However, some disadvantaged children with SEND achieved lower than their peers, although they made progress from their starting points. The school is working hard to accelerate their progress including addressing their needs and as part of our additional/targeted support focus.

A small number of children entitled to pupil premium achieved 'Greater Depth' in reading, writing or maths across the school.

In the summer term 2025, Year 1 children completed the Phonic Screening Check – 3 out of the 3 children entitled to pupil premium achieved a pass. [100%]

Over recent times, the employment of additional teacher time has been highly successful enabling targeted interventions and coaching groups to be maintained. The embedded whole school Rushcombe approach continues to enable our children to make positive progress including a high number of children achieving age related expectations and 'Greater Depth'. The school has continued to address the learning requirements of children following previous national school closures linked to the COVID-19 pandemic and absence related to ongoing infections ensuring the continued provision of high-

quality learning and the delivery of the school's innovative curriculum. [Closing achievement gaps, raising attainment and accelerating progress for all children] [EEF +4 months].

Staff have embedded the bespoke phonics programme to accelerate the progress of children including those requiring targeted support. The programme enabled different children to successfully enhance their phonic skills and knowledge and increase the number of children achieving the Year 1 phonic screening checks. In addition, staff have continued to embed the agreed phonics framework across the school including in Key Stage 2 alongside reviewing new national guidance, such as the updated Reading Framework and the Writing Framework.

The development of language, phonics, reading and writing skills enabled different children to develop their language and phonic skills improving their reading and writing fluency as evidenced in teacher observations/assessments. The school has identified this as an area of continued development with a particular focus on writing – see above details for further information.

A wide range of opportunities have continued to be provided as part of the curriculum, alongside extra-curricular activities focusing on motor/physical skills and outdoor opportunities with children. This enabled the children to develop their physical/motor, social and emotional skills further. The school launched a new scheme of work for PE, including providing training to teachers to support high quality teaching and learning in this curriculum area in the forthcoming year. In addition, additional staff were trained to coordinate and implement the 'Learn to Move' programme.

The school implemented a wide range of opportunities to enhance the school's positive ethos, with a focus on provision for supporting mental health and emotional wellbeing. This included our outstanding curriculum provision through our innovative Learning Adventures and a wide range of enrichment/extra-curricular opportunities. The school has continued to extend its outdoor provision including the development of additional garden areas and outdoor learning opportunities including the extension of the mud kitchens, sand play and shelter building. Our chickens are being kindly cared for off-site by one of our families. In conjunction with a range of professionals, specialists and agencies, the school has continued to provide emotional, social and mental health guidance, alongside support for children and families. This has included work with the NHS Mental Health Support Team in Schools working with children, parents and staff. In addition, the headteacher has completed therapeutic thinking and trauma informed practitioner training, which is invaluable in supporting children across the school. The Inclusive Learning Lead has recently completed the therapeutic thinking training and with two additional members of staff completing forest school training and ELSA. The school has identified this as an area of continued development – see above details for further information.

The school has continued to promote and support high attendance rates and school engagement. The school's overall attendance in 2024/25 was 96.2%. In the last academic year, those children identified as disadvantaged/entitled to pupil premium was 96.0% - the school will continue to support and promote excellent attendance for all children.

Externally provided programmes – Not applicable

Programme	Provider

Service pupil premium funding (optional)

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

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

Further information (optional)

Additional Details ~

- In December 2022, the school was visited by His Majesty's Inspectorate [HMI] to complete an Ofsted inspection of Rushcombe First School. The school was graded 'Outstanding' in all areas. The achievement of outstanding is exceedingly rare under the most recent education inspection framework, indicating what an exceptional accolade this is for our school community.
- The school has extensive extra-curricular provision with a wide range of after-school clubs providing opportunities for children to extend their skills, experiences and learning, such as, artistic, musical, sporting & cultural opportunities. This enables all children to nurture, develop and stretch their skills, talents and interests.
- In the last academic year, the headteacher has continued to coordinate and monitor provision for all pupil premium children. From September 2022, the appointment of a new Inclusive Learning Leader has worked alongside the headteacher and will take on the responsibility for disadvantaged children in the future.
- The school ensures that pupil premium children are entitled to an annual school uniform allowance and to attend a school based extra-curricular after school club each term free. The school has also enabled pupil premium children to attend educational visits free in the last few academic years. In addition, families have continued to be provided with financial support in the form of food/shopping vouchers.
- Last year, approximately a third of the children identified as pupil premium had SEND including speech, language & communication, cognition & learning and/or social, emotional & mental health needs. This academic year, the percentage is nearly half. Additional proposed expenditure will include assessments, teaching and support by a SEND specialist and targeted teacher/TA support, alongside therapeutic approaches/provision.
- The school has utilised the DfE grant to train a senior mental health lead. The training was led by Dorset Council Educational Psychology Team and completed by the deputy headteacher. In addition, the school participated in a UCL/Institute of London/Dorset Council project 'Promoting the Achievement of Looked After Children' [PALAC]. PALAC is a pioneering evidence based research led programme. The school has worked, in conjunction with, the Mental Health Support in Schools Teams [NHS] providing support for children and their families and staff.
- In the previous years, additional specialised training has been completed by staff including the headteacher successfully completing Therapeutic Thinking approaches and qualifying as a Trauma Informed practitioner, the Inclusive Learning Lead successfully completing the National SENCo award and the 'Learn to Move' training programme, alongside another member of the staff team completing the 'Learn to Move' training programme. This year, the Inclusive Learning Lead has completed therapeutic training and two other members of staff are completing forest school training and ELSA training. Additionally, the school works with a range of professionals and local authorities to support children with a range of emotional and social needs.