

Pupil premium strategy statement (primary)

1. Summary information					
School	Witchampton C of E First School				
Academic Year	2019-20	Total PP budget	£16,780	Date of most recent PP Review	July 2019
Total number of pupils	65	Number of pupils eligible for PP	9 (13.8%)	Date for next internal review of this strategy	February 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing the Year 1 phonics check	50% (2 pupils)	
% convert EYFS Exp to KS1 Exp in reading (or equivalent)	100%	79%
% convert EYFS Exp to KS1 Exp in writing (or equivalent)	50%	74%
% convert EYFS Exp to KS1 Exp in maths (or equivalent)	100% (1 pupil)	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some eligible pupils have gaps / delays in early speech and language development, leading to specific difficulties with reading, phonics and writing.
B.	Some pupils have poor fine motor skills leading to difficulties in legible and fluent letter formation..
C.	Some pupils exhibit behavioural / emotional issues, including poor concentration, distractibility and low self - esteem, leading to reduced resilience and underachievement in their learning.
D.	A number of eligible pupils have gaps in their knowledge and understanding, for a range of reasons, which negatively affect their capacity to use and apply their learning across curricular contexts and subjects.
E.	Some pupils have the potential to achieve greater depth in some area of their learning with the appropriate support.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Financial constraints mean PP children do not have access to the opportunities non PP children have such as residential trips and extra-curricular activities.
G.	Individual eligible pupils are currently Looked After by the Local Authority.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improve speech, language and communication skills for eligible pupils across the school.	SALT assessment confirms gaps are reduced / eliminated. Pupils meet termly SALT support plan targets and maximise progress in reading, writing, speaking and listening by the end of the Key Stage. SL & C does not grow into a long term barrier to progress / attainment. Pupils in Reception make better than expected progress. Pupils in receipt of pupil premium will maintain or exceed their flightpath in reading, writing and maths.
B.	Fine motor skills improved leading to better pencil control and letter formation with PP children becoming more efficient and accurate writers.	Measures: observations of children, scrutiny of independent writing, tracking data will demonstrate that pupil premium pupils have made rapid progress in writing.
C.	Build self-esteem, learning esteem, emotional resilience and social skills of eligible pupils with bespoke support from ELSA support and nurture.	Boxall Profiles show progress over time from baseline scores and/or reflect improved balance in pupils' profiles across all areas of EL; Class teachers report progress in learning engagement termly through support plan reviews; Pupils make at least comparable progress to their peers and achieve targeted outcomes by end of year; Higher performing pupils demonstrate attainment at greater depth.
D.	Effectively address gaps in pupils' knowledge and/or skills through additional bespoke interventions as required.	Gaps no longer prevent pupils from achieving targeted outcomes as a result of PP champion and TA intervention support.
E.	Accurate identification of pupils who could achieve greater depth in some areas of their learning will lead to these pupils achieving their full potential.	Increased number of pupils in receipt of pupil premium will achieve greater depth the areas of their learning where they show potential.
F.	Pupils in receipt of the Pupil Premium come to school with all the necessary equipment and can access the full range of curricular and extra-curricular opportunities.	Tracking of clubs and school, school trips and other extra-curricula activities will ensure pupils that are eligible for pupil premium will be equally represented, proportionate to their number. Funding will contribute towards PE kits, school uniform, educational visits, curricular enrichment and extra-curricular activities where financial circumstances are a barrier.
G.	Targeted ELSA support to address identified developmental needs, health and well-being.	Eligible pupils to engage fully with learning and wider school life experiences, minimising anxiety and addressing individual needs effectively as shown on PP Support Plan target reviews.

Planned expenditure					
Academic year		2018-2019			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
1. Improved confidence, self-esteem and learning esteem for all pupils across the school, resulting from effective 'wave 1' targeted support for disadvantaged pupils.	<p>a) Continued effective use of 'growth mindset' through the use of the Learning Line amongst all pupils, with particular teacher focus on the disadvantaged group.</p> <p>b) Targeted wave 1 support for PPE children, including focused questioning, academic support, seating in class, facilitated participation, prioritized marking and feedback.</p> <p>c) Continued high focus on eligible pupils in lesson observations, work scrutiny, pupil interviews and moderation.</p> <p>d) Each child eligible for PP will be allocated a member of staff to check in weekly with them.</p>	<p>EEF - Feedback has been proven to have a high impact on raising standards for a very low cost.</p> <p>PP eligible pupils often appear less resilient than their peers when faced with new learning challenges. Whole class teaching will focus specifically on including all eligible pupils as often and fully as possible.</p> <p>Targeted PP champion work will be undertaken with key identified eligible pupils, as detailed below. Boxall profiles will provide quantifiable baseline and end of intervention measures to assess impact. This will be supported by a range of qualitative evidence. Evidence over time confirms that PPE pupils need and rely upon academic support, facilitated participation and detailed feedback on learning in order to secure their onward progress. EEF report shows that social / emotional interventions impact on raising standards. It also confirms that for eligible pupils, a sense of belonging to the school community and playing a full and active part in enrichment activities are key to securing achievement. ECP feedback confirms the importance of sustaining a high focus on the PPE group in monitor.</p>	<p>Inclusion of PPE pupils will continue to be a whole school monitoring focus in lesson observations and work scrutiny during 2019-20. PP Class teachers will report back to Head of School on a half-termly basis during progress checking meetings to assess impact with key identified eligible individuals/ groups. ELSA and Nurture Group Lead to report back to Head of School on a half-termly basis to assess impact. Boxall profiles will provide value added evidence.</p>	<p>Headteacher</p> <p>PP champion (Katie Saberton)</p>	<p>Half termly monitoring</p> <p>Mid Year review</p>
2. Improved handwriting leading to increased self-esteem in writing and improved presentation, quantity and quality of	<p>Targeted wave 1 support for PPE children. Letter Join will be used daily to support the teaching of handwriting for all children in years R, 1 and 2 and</p>	<p>EEF report shows that good handwriting is not solely about presentation. The evidence suggests that if handwriting is slow or effortful then children are less able to think about the content of their writing. There is general evidence that approaches which aim</p>	<p>Inclusion of PPE pupils will continue to be a whole school monitoring focus in lesson observations and work scrutiny during 2018-9. English Lead will report back to SLT on a half-termly basis to assess impact of</p>	<p>HoS English Lead</p>	<p>Half Termly monitoring.</p>

writing and accuracy in spelling.	where still required in KS2 as a quality first teaching with a particular focus on the disadvantaged group. Reception children will be provided with a rich environment of daily opportunities to develop their gross and fine motor skills in preparation for formal handwriting practise. Targeted wave 1 support for PPE children will reinforce correct letter formation using a cursive style during all lessons. Where pupils require more bespoke handwriting support this will be provided as an intervention.	to improve the accuracy and fluency of children's handwriting can improve both the presentation, quantity and quality of children's writing. This has been shown by a number of evaluations, including RCTs, and summarised in systematic reviews and meta-analyses. There is also wider evidence of benefits of good handwriting: for example, studies consistently show that poor handwriting can bias readers' judgements about the ideas in a text. Children with slow handwriting can also have problems completing standardised assessments within the allotted time	handwriting focus with key identified eligible individuals/ groups through work scrutiny.		
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Total budgeted cost

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A.Improved speech, language and communication skills for eligible pupils across the school.	Early identification and referral. Targeted speech, language and communication support for eligible pupils. Pupils in receipt of PP will be screened using the British Picture Vocabulary scale.	PP eligible pupils who started school with global developmental delay are experiencing additional barriers to learning in English, caused by their delayed speech, language and communication skills. Targeted speech, language and communication support is required to continue to narrow the achievement gap. NFER confirm it is good practice to deploy high quality staff to support disadvantaged pupils. All Key stage One and Reception pupils will be screened using the British Picture Vocabulary scale and those scoring below age related expectations will receive appropriate intervention including pre-teaching.	Feedback on speech, language and communication support from specialist SALT team. Teacher assessment will indicate impact over time on pupil achievement in reading and writing. Termly support plan reviews will give detailed feedback on impact of specific SALT strategies. PP pupils will be screened in October and appropriate support planned on PP trackers for those pupils requiring additional support.	SENDCo Supervisory TA SALT	

<p>B. Improved confidence, self-esteem and learning esteem for targeted eligible pupils across the school.</p>	<p>PP Champion to deliver ELSA, I Can Problem Solve and Nurture 1:1 or for small groups. PP Champion to work alongside identified children in class to build relationships and reinforce intervention in class.</p>	<p>PPE trackers for individual pupils detailing bespoke PP champion work / ELSA work to address agreed identified priorities resulting from needs identified by class teachers and SLT. Mental health and behaviour in schools (March 2016 DfE) makes it clear that disadvantaged learners are more at risk of mental health issues and consequently Witchampton takes a proactive approach to tackling these issues to ensure children are in a 'fit state for learning' with acquired skills and self-belief to persevere when presented with challenges.</p>	<p>PP champion work to be monitored by class teachers and SLT. Impact to be tracked half-termly. Measurable outcomes to be evaluated using social and emotional grid and Boxall Profiles alongside qualitative data.</p>	<p>Headteacher SENDCo PP Champion/ supervisory TA</p>	<p>Half Termly</p>
<p>C Effectively address gaps in pupils' subject knowledge through additional bespoke interventions as required.</p>	<p>Use of funding to target additional time for key identified pupils to close gaps in subject knowledge through pre-teaching, over-learning and skills practice as appropriate to need.</p>	<p>Some pupils, including those transferring in from other schools, present some gaps in aspects of their subject knowledge, in both mathematics and English. We aim for these pupils to maintain their good pace of progress and continue to achieve targeted end of year outcomes this year and subsequently.</p>	<p>Class TAs/ intervention TAs to feed back to class teachers and SLT. Children to achieve ARE securely by end of academic year. Those already achieving ARE are targeted for GD.</p>	<p>TAs Class teachers Headteacher</p>	<p>Half Termly</p>
<p>D To focus concentration in readiness for learning in addition to developing sensory processing skills.</p>	<p>Use of funding to provide a sensory circuit session at the beginning of each day for children identified as needing additional support to be ready for a days' learning. This may be followed up with additional sensory breaks during the day.</p>	<p>Some children have difficulties maintaining concentration and may demonstrate some of the following: Constant fidgeting in class • Slow to start work and constantly missing cues • Difficulty organising self • Lethargic and dreamy • Poor coordination and balance • Known sensory processing difficulties • Constantly rocking or has difficulty concentrating. The Sensory Circuit provides a sequence of activities done repeatedly to provide the child with the right type of sensory input in order to calm and organise them for the day ahead ready for learning to occur.</p>	<p>Dedicated sensory circuits TA planned in daily at the beginning of the day for 20 minutes.</p>	<p>PP Champion HoS Supervisory TA TA SENDCo</p>	<p>Half Termly</p>
<p>E. To provide sustained challenge for pupils who, with the correct support, could achieve greater depth.</p>	<p>Wave 1 targeted support to develop skills to work at greater depth. Ensuring that language is not a barrier to greater depth potential. One to One support and small group opportunities</p>	<p>EEF - Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Sutton Trust - 'Academically able but disadvantaged pupils' - Academically able but disadvantaged pupils gradually fall behind while they are at school.</p>	<p>Support from Strategic Leads in the Trust and School Improvement Team to ensure greater depth opportunities are appropriate. Identify pupils who have potential to achieve greater depth.</p>	<p>Headteacher Class teachers</p>	<p>Half termly progress checking meetings.</p>

	provided when appropriate. (not exclusively PP pupils) Well planned greater opportunities and questioning planned for.		Use the British Vocabulary Scale to identify pupils who may have language as a barrier or a strength.		
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
F) Pupils in receipt of Pupil Premium access equipment, uniform and educational enrichment opportunities in line with their peers.	School office team leader to take responsibility for ensuring that all parents of PPE pupils remain well informed about their entitlement to financial & other support in order for pupils to access the full range of school opportunities including clubs, breakfast club, school uniform, after school club and trips. Free milk for KS2 PPE pupils.	Not all PPE families are aware or take advantage of the extra-curricula opportunities that are available to them. EEF magic breakfast club Ofsted publications on the use of PP and the Research report issued in November 2015 by the NFER all state that effective use of the PP removes barriers for PP children. These interventions address those physical needs. Ofsted also state that addressing attendance is a primary step in the use of PP funding.	SLT to review use of PP funding to maximise access and participation at regular half-termly meetings. Letters and information re-sent to all parents at key points during the school year. Office staff to monitor breakfast club /extra-curricular / enrichment participation for PPE pupils Tracking of PPF pupils applying for and joining eco champions,, school council, play leaders. Weekly briefing meetings ensure PPE children are a priority and all staff know who they are.	Headteacher Admin Officer (Beth Middlebrook)	Termly review Termly meeting with HoS and parents/carers.
G) Effective targeted support for eligible LAC, enabling them to engage fully with all aspects of school life and make effective progress with learning	Targeted use of funding to ensure effective provision and support	Evidence is strong that LAC often do not close gaps with peers over time and social and emotional factors may become increasingly significant barriers to learning over time.	Monitor progress closely and liaise with DT for LAC regularly to ensure strategy is effective and fit for purpose.	DT for LAC SENCo Headteacher Classteacher	
Total budgeted cost					£2,000

Review of expenditure	
Previous Academic Year	2018-2019

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>1. Improved confidence, self-esteem and learning esteem for all pupils across the school, resulting from effective 'wave 1' targeted support for disadvantaged pupils.</p>	<p>a) Continued effective use of 'growth mindset' through the use of the Learning Line amongst all pupils, with particular teacher focus on the disadvantaged group.</p> <p>b) Targeted wave 1 support for PPE children, including focused questioning, academic support, seating in class, facilitated participation, prioritized marking and feedback.</p> <p>c) Continued high focus on eligible pupils in lesson observations, work scrutiny, pupil interviews and moderation.</p>	<p>The majority of targeted pupils demonstrated improvement in their resilience and learning esteem as a result of the targeted intervention. For some pupils there was a measurable impact using Boxall profile scores: these tended to be those who scored the lowest at baseline. For those scoring more highly at baseline, impact was still evident in the classroom based on work sampling and attitudes to learning with most children achieving at least expected progress.</p>	<p>Inclusion of PPE pupils will continue to be a whole school monitoring focus in lesson observations and work scrutiny during 2019-20. PP Lead will attend progress checking meetings half termly with Headteacher to assess impact with key identified eligible individuals/ groups. ELSA to report back to Headteacher and PP Lead on a half-termly basis to assess impact. Boxall profiles will assess value added.</p>	
<p>2. Improved handwriting leading to increased self - esteem in writing and improved presentation, quantity and quality of writing and accuracy in spelling.</p>	<p>Targeted wave 1 support for PPE children. Letter Join will be used daily to support the teaching of handwriting for all children in years R, 1 and 2 and where still required in KS2 as a quality first teaching with a particular focus</p>	<p>Whole school improvement in handwriting and the introduction of cursive handwriting starting in reception. This was seen in learning walks and book scrutinies carried out internally and by external challenge partners.</p> <p>All children in reception received daily fine motor activities and dough gym was introduced in addition to stroycise. Most reception pupils including PPE were forming most letters correctly at the end of the summer term. PPE pupils with fine motor</p>	<p>Letterjoin will continue to be used as a purchased scheme for all KS1 pupils and those needing it in year 3 and 4.</p> <p>Cursive Handwriting will continue to be introduced.in reception.</p> <p>Handwriting interventions continue for those PPE pupils to which handwriting is a barrier to successful attainment and self esteem.</p> <p>Further opportunities for KS1 and 2 pupils to take part in fine motor skill activities will be planned.</p>	

	<p>on the disadvantaged group. Reception children will be provided with a rich environment of daily opportunities to develop their gross and fine motor skills in preparation for formal handwriting practise. Targeted wave 1 support for PPE children will reinforce correct letter formation using a cursive style during all lessons. Where pupils require more bespoke handwriting support this will be provided as an intervention.</p>	<p>skill difficulties were targeted during fine motor skill sessions and provided with additional opportunities to develop these skills.</p> <p>Targeted interventions had most impact with year 2 PPE pupils which was particularly evident at the end of the summer term. Specialised equipment was provided for individuals requiring additional support eg: writing slopes and posture wedges.</p> <p>Letterjoin was used effectively as an intervention for Key Stage 2 pupils and used for all KS1 pupils.</p>		
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A.Improved speech, language and communication skills for eligible pupils across the school.	Early identification and referral. Targeted speech, language and communication support for eligible pupils.	More children have been referred to SALT at an earlier stage. In addition, children in KS2 who have gaps in their learning and intervention is not providing long term results have been referred, assessed and consequently diagnosed with underlying language delay.This has included pupils starting school in all year groups. This has ensured further intervention and wave 1 support have been appropriate and adapted accordingly. This is beginning to close the gap for some PPE pupils.	We will continue early identification of children whether starting school in reception or in other year groups. We will continue to work with Dorset Speech and Language Therapy and access any available training for teachers and support staff. Speech, language and communication interventions and quality first teach strategies will continue.,	
B. Improved confidence, self-esteem and	PP Champion to deliver ELSA, I Can Problem Solve and	All targeted pupils demonstrated improvement in their resilience and learning esteem as a result of the targeted	This strategy will continue. PP champion / ELSA work to be monitored by class teachers and SLT. Impact to be tracked half-termly. Measurable outcomes will continue to	

learning esteem for targeted eligible pupils across the school.	Nurture 1:1 or for small groups. PP Champion to work alongside identified children in class to build relationships and reinforce intervention in class.	intervention (Boxall Profile). Consequently pupils spent longer on task and evidence in books demonstrated improved quantity and quality of work. Boxall profiles demonstrated measurable improvements.	be evaluated using Boxall Profiles. PP pupils' wider school engagement to be tracked and monitored, including their participation in school council, extra curricular / enrichment opportunities and their ability to develop social skills. Every PPE pupil;s will be provided with an adult in school to act as their advocate.	
C Effectively address gaps in pupils' subject knowledge through additional bespoke interventions as required.	Use of funding to target additional time for key identified pupils to close gaps in subject knowledge through pre-teaching, over-learning and skills practice as appropriate to need.	Catch up and gap closing interventions have been highly effective in most cases, as evidenced through records of specific interventions as well as through Intervention Trackers and in the end of year statutory assessments.	More training will be required to develop pre-teaching strategies across the school. SENco to become PP Lead in Autumn term which will ensure further consistency and clarity to ensure the early identification of barriers and appropriate support is provided to ensure gaps are closed rapidly.	
D To focus concentration in readiness for learning in addition to developing sensory processing skills.	Use of funding to provide a sensory circuit session at the beginning of each day for children identified as needing additional support to be ready for a days' learning. This may be followed up with additional sensory breaks during the day.	Sensory Circuits has been delivered daily and has been highly effective in ensuring some pupils are ready to learn at the beginning of the day. Sensory Circuit questionnaires from teachers, pupils and parents demonstrate the positive impact this has had on pupils self esteem and ability to sustain learning in lesson time. Sensory breaks have also been provided for pupils during the day when necessary. some pupils are able to identify for themselves when this is required thus supporting their ability to self regulate.	At times, when sensory circuits has not been available teachers have noticed a significant decline in children's ability to sustain a positive learning experience during that day. Sensory Circuits will continue on a daily basis and sensory breaks for children who need them will also be available. This will be monitored for impact back in class.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E) Provide support to access equipment, uniform, educational enrichment opportunities as required for eligible individuals / families	School office team leader to take responsibility for ensuring that all parents of PPE pupils remain well informed about their entitlement	All PPE pupils have been engaged in at least one club on a termly basis. PPE pupils are strongly encouraged to apply for pupils voice groups and provided with support to apply. This has ensured PPE pupils have been fairly represented in clubs and groups over the year.	PPE pupils often need encouragement to participate in clubs. Staff work proactively with parents to encourage participation and staff also provide clubs in the lunch hour for those reluctant or unable to stay after school. Clubs will continue to be funded for PPE pupils (one a term)	

	<p>to financial & other support in order for pupils to access the full range of school opportunities including clubs, breakfast club and trips. Free milk for KS2 PPE pupils.</p>	<p>Office staff monitor breakfast club /extra-curricular / enrichment participation for PPE pupils.</p>		
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Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1. Improved confidence, self-esteem and learning esteem for all pupils across the school, resulting from effective 'wave 1' targeted support for disadvantaged pupils.	<p>a) Continued effective use of 'growth mindset' through the use of the Learning Line amongst all pupils, with particular teacher focus on the disadvantaged group.</p> <p>b) Targeted wave 1 support for PPE children, including focused questioning, academic support, seating in class, facilitated participation, prioritized marking and feedback.</p> <p>c) Continued high focus on eligible pupils in lesson observations, work scrutiny, pupil interviews and moderation.</p>	The majority of targeted pupils demonstrated improvement in their resilience and learning esteem as a result of the targeted intervention. For some pupils there was a measurable impact using Boxall profile scores: these tended to be those who scored the lowest at baseline. For those scoring more highly at baseline, impact was still evident in the classroom based on work sampling and attitudes to learning with most children achieving at least expected progress.	Inclusion of PPE pupils will continue to be a whole school monitoring focus in lesson observations and work scrutiny during 2019-20. PP Lead will attend progress checking meetings half termly with Headteacher to assess impact with key identified eligible individuals/ groups. ELSA to report back to Headteacher and PP Lead on a half-termly basis to assess impact. Boxall profiles will assess value added.	
2. Improved handwriting leading to increased self - esteem in writing and improved presentation, quantity and quality of writing and accuracy in spelling.	Targeted wave 1 support for PPE children. Letter Join will be used daily to support the teaching of handwriting for all children in years R, 1 and 2 and where still required in KS2 as a	Whole school improvement in handwriting and the introduction of cursive handwriting starting in reception. This was seen in learning walks and book scrutinies carried out internally and by external challenge partners. All children in reception received daily fine motor activities and dough gym was introduced in addition to stroycise. Most	<p>Letterjoin will continue to be used as a purchased scheme for all KS1 pupils and those needing it in year 3 and 4.</p> <p>Cursive Handwriting will continue to be introduced.in reception.</p> <p>Handwriting interventions continue for those PPE pupils to which handwriting is a barrier to successful attainment and self esteem.</p>	

	<p>quality first teaching with a particular focus on the disadvantaged group. Reception children will be provided with a rich environment of daily opportunities to develop their gross and fine motor skills in preparation for formal handwriting practise. Targeted wave 1 support for PPE children will reinforce correct letter formation using a cursive style during all lessons. Where pupils require more bespoke handwriting support this will be provided as an intervention.</p>	<p>reception pupils including PPE were forming most letters correctly at the end of the summer term. PPE pupils with fine motor skill difficulties were targeted during fine motor skill sessions and provided with additional opportunities to develop these skills.</p> <p>Targeted interventions had most impact with year 2 PPE pupils which was particularly evident at the end of the summer term. Specialised equipment was provided for individuals requiring additional support eg: writing slopes and posture wedges.</p> <p>Letterjoin was used effectively as an intervention for Key Stage 2 pupils and used for all KS1 pupils.</p>	<p>Further opportunities for KS1 and 2 pupils to take part in fine motor skill activities will be planned.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A.Improved speech, language and communication skills for eligible pupils across the school.</p>	<p>Early identification and referral. Targeted speech, language and communication support for eligible pupils.</p>	<p>More children have been referred to SALT at an earlier stage. In addition, children in KS2 who have gaps in their learning and intervention is not providing long term results have been referred, assessed and consequently diagnosed with underlying language delay.This has included pupils starting school in all year groups. This has ensured further intervention and wave 1 support have been appropriate and adapted accordingly. This is beginning to close the gap for some PPE pupils.</p>	<p>We will continue early identification of children whether starting school in reception or in other year groups.</p> <p>We will continue to work with Dorset Speech and Language Therapy and access any available training for teachers and support staff. Speech, language and communication interventions and quality first teach strategies will continue.,</p>	

<p>B. Improved confidence, self-esteem and learning esteem for targeted eligible pupils across the school.</p>	<p>PP Champion to deliver ELSA, I Can Problem Solve and Nurture 1:1 or for small groups. PP Champion to work alongside identified children in class to build relationships and reinforce intervention in class.</p>	<p>All targeted pupils demonstrated improvement in their resilience and learning esteem as a result of the targeted intervention (Boxall Profile). Consequently pupils spent longer on task and evidence in books demonstrated improved quantity and quality of work. Boxall profiles demonstrated measurable improvements.</p>	<p>This strategy will continue. PP champion / ELSA work to be monitored by class teachers and SLT. Impact to be tracked half-termly. Measurable outcomes will continue to be evaluated using Boxall Profiles. PP pupils' wider school engagement to be tracked and monitored, including their participation in school council, extra curricular / enrichment opportunities and their ability to develop social skills. Every PPE pupil;s will be provided with an adult in school to act as their advocate.</p>	
<p>C Effectively address gaps in pupils' subject knowledge through additional bespoke interventions as required.</p>	<p>Use of funding to target additional time for key identified pupils to close gaps in subject knowledge through pre-teaching, over-learning and skills practice as appropriate to need.</p>	<p>Catch up and gap closing interventions have been highly effective in most cases, as evidenced through records of specific interventions as well as through Intervention Trackers and in the end of year statutory assessments.</p>	<p>More training will be required to develop pre-teaching strategies across the school.</p> <p>SENco to become PP Lead in Autumn term which will ensure further consistency and clarity to ensure the early identification of barriers and appropriate support is provided to ensure gaps are closed rapidly.</p>	
<p>D To focus concentration in readiness for learning in addition to developing sensory processing skills.</p>	<p>Use of funding to provide a sensory circuit session at the beginning of each day for children identified as needing additional support to be ready for a days' learning. This may be followed up with additional sensory breaks during the day.</p>	<p>Sensory Circuits has been delivered daily and has been highly effective in ensuring some pupils are ready to learn at the beginning of the day. Sensory Circuit questionnaires from teachers, pupils and parents demonstrate the positive impact this has had on pupils self esteem and ability to sustain learning in lesson time.</p> <p>Sensory breaks have also been provided for pupils during the day when necessary. some pupils are able to identify for themselves when this is required thus supporting their ability to self regulate.</p>	<p>At times, when sensory circuits has not been available teachers have noticed a significant decline in children's ability to sustain a positive learning experience during that day. Sensory Circuits will continue on a daily basis and sensory breaks for children who need them will also be available. This will be monitored for impact back in class.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>a) Ensure PPE pupils continue to access a full</p>	<p>School office team leader to take responsibility for ensuring that all</p>	<p>All PPE pupils have been engaged in at least one club on a termly basis. PPE pupils are strongly encouraged to apply for pupils voice groups and provided with</p>	<p>PPE pupils often need encouragement to participate in clubs. Staff work proactively with parents to encourage participation and staff also provide clubs in the lunch hour for those reluctant or unable to stay after school.</p>	

<p>level of participation in curricular and extra-curricular activities</p>	<p>parents of PPE pupils remain well informed about their entitlement to financial & other support in order for pupils to access the full range of school opportunities including clubs, breakfast club and trips. Free milk for KS2 PPE pupils.</p>	<p>support to apply. This has ensured PPE pupils have been fairly represented in clubs and groups over the year.</p> <p>Office staff monitor breakfast club /extra-curricular / enrichment participation for PPE pupils.</p>	<p>Clubs will continue to be funded for PPE pupils (one a term)</p>	
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