

1. 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
PP children will achieve in line with their peers at the end of EYFS, Y2 and Y6 in reading, writing and maths and in Y1 phonics	*Half termly conferencing *Improvement marking *Reading Plus *Introduction of weekly DERIC. *Purchase of new reading resources * CPD sessions	<p>Provision for disadvantaged pupils in the EYFS resulted in 4/9 (44%) of PP pupils achieving a GLD compared to 20/38 (68%) non PP pupils. 4/9 (44%) children achieved expected or exceeding in reading, writing and number compared to 68% reading, 84% writing and 74% number for non PP pupils. This was a decrease on PP achievement from the year before but also reflected the small number of PP children in the year group and the additional SEND needs they had.</p> <p>At KS1, PP children performed significantly better than non PP children and the school performed better than Dorset. Gaps at the exceeding level are smaller than Dorset gaps which is an improvement on last year. The school will now work to there being no gap at all.</p> <p>Disadvantaged children at the end of KS2 did not perform in line with their peers and gaps in reading and maths were greater than Dorset. Progress was also significantly below for disadvantaged pupils in reading and writing. The number of more able PP children has increased slightly.</p> <p>Success criteria: PARTIALLY MET</p>	<p>As these approaches were partially successful, the school will continue to implement them with amendments.</p> <p>The number of more able PP children remains below national average and this will remain a focus next year. Reading Plus will now be used with the more able children in Y5 and 6.</p> <p>Fluency and speed of reading has been identified as an issue on achievement so a 'speed read' focus will be introduced.</p> <p>The Feedback Policy has been reviewed and is now a 'no marking' approach but much more closely linked to Af Teachers also need to be more aware of children's starting points and all learning books will have previous key stage points recorded.</p>	£25,195
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

PP children will achieve in line with their peers at the end of EYFS, Y2 and Y6 in reading, writing and maths and in Y1 phonics	<p>Smaller teaching groups in Y5 and 6 with quality staff</p> <p>Half termly pupil progress reviews and redeployment of TAs according to need</p> <p>Pastoral Care Workers</p> <p>ELSA</p> <p>Same day interventions</p>	<p>Provision for disadvantaged pupils in the EYFS resulted in 4/9 (44%) of PP pupils achieving a GLD compared to 20/38 (68%) non PP pupils. 4/9 (44%) children achieved expected or exceeding in reading, writing and number compared to 68% reading, 84% writing and 74% number for non PP pupils. This was a decrease on PP achievement from the year before but also reflected the small number of PP children in the year group and the additional SEND needs they had.</p> <p>At KS1, PP children performed significantly better than non PP children and the school performed better than Dorset. Gaps at the exceeding level are smaller than Dorset gaps which is an improvement on last year. The school will now work to there being no gap at all.</p> <p>Disadvantaged children at the end of KS2 did not perform in line with their peers and gaps in reading and maths were greater than Dorset. Progress was also significantly below for disadvantaged pupils in reading and writing. The number of more able PP children has increased slightly.</p> <p>Success criteria: PARTIALLY MET</p>	<p>Half termly progress reviews now focus on progress and more involve the Phase Leaders. The school has decided to move to a half termly data drop next year in order to more swiftly evaluate decisions and impact of interventions.</p> <p>The ELSA provision is effective as seen by analysis of the SDQ questionnaire and will therefore continue. Supervision in the role will also be committed to. An additional ELSA will start in the role next year.</p> <p>Pastoral Care Workers have developed their roles over the year and one has taken responsibility for attendance and one for anxiety and safeguarding. Both have a full caseload of children and families. Feedback from external services is that they are working highly effectively.</p> <p>Same day interventions and pre teach groups are working well from class teacher feedback. These are responsive to need. Half termly data drops will allow the school to evaluate their impact more quickly. TAs with responsibility for PP children will be introduced next year to increase the focus on this vulnerable group, particularly at KS2.</p>	£126,249
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>PP children will have access to opportunities that will encourage both physical and mental health</p> <p>No PP child will be excluded from an activity and all children will be offered equal activities.</p> <p>PP children will attend school at least 96% of the time.</p>	<p>Counsellor 0.2 Play psychotherapist 0.2 Play psychotherapist 0.6</p>	<p>SDQ analysis show that these interventions are successful and 16 children have completed this intervention (5 were PP = 31%) and no longer need to see the therapists. Success criteria: MET</p>	<p>As the mental health support from other services is becoming increasingly limited, this school based service is vital in ensuring children do not have their mental health as a barrier to learning. The school made the decision not to replace the 0.2 therapist but to train an additional ELSA instead.</p>	£37,316
	<p>Free milk offered to children at lunchtime</p>	<p>The reduced amount of milk is now at an appropriate level. All PP children are able to access it if requested but there is minimal wastage. Success criteria: MET</p>	<p>Milk will continue to be on offer at lunchtimes.</p>	
	<p>Residential trips reduced in cost for PP</p>	<p>All PP children given a jumper or cardigan and as a result all children feel part of the school and as important as their peers.</p>	<p>This is an important incentive for parents to sign up for PP as well as ensuring all children are fairly included in school life. Therefore, the school will continue to offer this.</p>	
	<p>Clubs</p> <p>PP child offered one item of uniform a year</p>	<p>PP children were proportionally represented in the two residential trips this year. There was a gap between the % of PP and non PP children attending and this will continue to be addressed in next year's plan. (38% of PP children attended Leeson House compared to 62% of non PP (24% gap – slight increase on last year) / 40% of PP children attended the Fairthorne Manor trip compared to 57% of non PP children (17% gap– slight decrease on last year))</p>	<p>Breakfast Club is now running at £1.50 per day. The service is significantly cheaper than local offers and therefore more affordable for our parents. The school has signed up to Magic Breakfasts to add to the breakfast offer for all children for next year.</p>	
	<p>Subsidised breakfast club 5x days a week</p> <p>Pastoral Care worker for attendance</p>	<p>Success criteria: MET</p> <p>PP children's attendance was significantly below 96% (approx. 93%) at the end of the year. Success Criteria: NOT MET</p>	<p>Attendance has now become a main area for improvement on the school's Raising Achievement Plan. The school now has a nominated Governor for attendance. (see RAP for additional actions).</p>	

## 2. Additional detail

Our full strategy document can be found online at: [www.somerford.dorset.sch.uk](http://www.somerford.dorset.sch.uk)