

# Pupil premium strategy statement (primary)

1. Summary information					
School	Sherborne Primary School, Dorset				
Academic Year	2017 - 18	Total PP budget (Sept 2017 - April 2018 including estimated funding until 31st August 2018)	£93406	Date of most recent PP Review	21/11/17
Total number of pupils	324	Number of pupils eligible for PP	84 pupils 26%	Date for next internal review of this strategy	Jan 2018

2. Current attainment - 2016 - 17		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing & maths	<b>KS2 - 56% (9 pupils)</b> <b>KS1 - 65% (8 pupils)</b>	KS2 - 53% - (45 pupils) KS1 - 65% (46 pupils)
% making progress in reading	<b>Expected - KS2 - 81%</b> <b>Expected KS1 - 63%</b> <b>KS2 Progress +0.2 (Nat Av 0.0)</b> <b>ALL PP Pupils - Teacher Assessment (TA) - +3.1 (av +3.0)</b>	Expected - KS2 - 87% Expected - KS1 - 78% KS2 Progress +1.5 (Nat Av 0.0) All Non-PP Pupils - TA - +3.2
% making progress in writing	<b>Expected - KS2 - 56%</b> <b>Expected - KS1 - 38%</b> <b>KS2 Progress -5.4 (Nat Av 0.0)</b> <b>ALL PP Pupils - Teacher Assessment (TA) - +3.0 (av +3.0)</b>	Expected - KS2 - 64% Expected - KS1 - 70% KS2 Progress -2.2 (Nat Av 0.0) All Non-PP Pupils - TA - +3.2
% making progress in maths	<b>Expected - KS2 - 78%</b> <b>Expected - KS1 - 75%</b> <b>KS2 Progress -0.8 (Nat Av 0.0)</b> <b>ALL PP Pupils - Teacher Assessment (TA) - +3.0 (av +3.0)</b>	Expected - KS2 - 84% Expected KS1 - 76% KS2 Progress +0.8 (Nat Av 0.0) All Non-PP Pupils - TA - +3.1
3. Barriers to future attainment (for pupils eligible for PP)		

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Our catchment serves a wide area within our town which incorporate children from a variety of backgrounds. This including significant deprivation with the 5 <sup>th</sup> most deprived ward in Dorset within our catchment. This has an impact upon children’s emotional readiness for learning and attendance/lateness. A proportion of our pupils regularly experience emotional difficulties due to: parenting, safeguarding issues, mental health. Some of our vulnerable families are living with drugs, alcohol and domestic violence.	
<b>B.</b>	16% of the school are on the SEND Register, with 3% having EHCPs (totalling 9 with 2 pending). 60% of the children on the SEND register are identified as having a special educational need in the area of Communication and Language including Autism, with a further 27% displaying emotional, social and mental health issues. This impacts on the teaching and learning.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A.</b>	The baseline levels of our pupils starting school in Foundation Stage is well below average. In the academic year 2017 – 2018 over 70% of pupils entered the school in Foundation Stage below expected levels in reading, writing and PSED. 50% of the children are predicted to reach GLD by the end of the Foundation Stage.	
<b>B.</b>	There have been significant changes to the SEN funding allocated by the LA and this has the potential to significantly impact human resources this academic year.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		
<b>Success criteria</b>		
<b>A.</b>	<p style="text-align: center;"><u><b>To ensure a greater number of children are achieving at least the national expectation in reading, writing and maths</b></u></p> <p><i>Measuring tool</i></p> <ul style="list-style-type: none"> <li>● <i>Individual year groups provision mapping in teams and across the whole school</i></li> <li>● <i>SPTO target setting linked to teachers performance management</i></li> <li>● <i>Booster group data of targeted intervention across reading, writing and maths</i></li> </ul>	<p>Target % of children reaching the national expectation in reading, writing and maths in line with National Average <i>linked to our tracking systems</i></p>
<b>B.</b>	<p><u><b>To ensure children across the school improve their social, communication and language skills in order to be respectful citizens</b></u></p> <ul style="list-style-type: none"> <li>● <i>Measuring tool</i></li> <li>● <i>Early Years Foundation Stage profiling</i></li> <li>● <i>British Picture Vocabulary Scale assessments</i></li> <li>● <i>Behaviour logs</i></li> <li>● <i>Reflection room record</i></li> <li>● <i>Speech and Language intervention, target setting and case studies</i></li> <li>● <i>Social Communication intervention, target setting and case studies</i></li> </ul>	<p>Less serious incidents (<i>Serious Incident Log</i>)</p> <p>Greater percentage of pupils giving positive feedback in the pupil questionnaires and interviews</p>

	<ul style="list-style-type: none"> <li>• <i>ELSA intervention, target setting, questionnaires and case studies</i></li> </ul>	<p>Improved emotional well being through targeted intervention (<i>questionnaires &amp; targeted intervention</i>)</p> <p>Improved social communication skills through targeted intervention</p> <p>Improved speech and language skills through targeted intervention (<i>measured via assessments</i>)</p>
<p><b>C.</b></p>	<p><u>To ensure children across the school are displaying a greater readiness to learn</u></p> <p>Measuring tools</p> <ul style="list-style-type: none"> <li>• <i>Behaviour logs</i></li> <li>• <i>Reflection room record</i></li> <li>• <i>Attendance monitoring</i></li> <li>• <i>ELSA intervention target setting and case studies</i></li> <li>• <i>PSA questionnaires and case studies</i></li> </ul>	<p>Less low-level behaviour in the classroom (<i>via staff questionnaire &amp; serious incident log</i>)</p> <p>Less recorded incidences needing time in the reflection room</p> <p>Improved attendance (<i>&gt;96% attendance</i>)</p> <p>Improved self-esteem through ELSA intervention (<i>questionnaires</i>)</p> <p>Improved parental engagement (<i>PSA Case Studies, attendance, parental interaction in workshops</i>)</p>

5. Planned expenditure	
Academic year	2017 - 2018
<p>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</p>	

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?
To ensure every child throughout the school is receiving high quality teaching and learning experiences and achieving their potential	Deputy Headteacher to have a strategic non teaching role, (contribution towards cost)	Deputy headteacher will be able to strategically drive forward initiatives and rigorously monitor teaching and learning experiences.	Deputy headteacher: Works closely with the headteacher on the SDP Oversees provision mapping Monitors teaching and learning through book scrutiny and learning trails Target sets through teacher performance management	Deputy headteacher	Annually
To ensure children are taught in the smallest possible class size	Additional teacher and TA to maintain smaller class sizes (Contribution to cost)	The children will receive more individual attention in the most effective learning environments	At 324 on roll the school could have large KS2 classes but an 11th teacher and TA are within our team specifically to keep classes small.	Headteacher	Annually linked to numbers on roll, increased intake and popularity of the school
To enhance KS1 and Lower KS2 Literacy	Trial and train staff to implement Read Write Inc. literacy programme into the curriculum for September 2018	Read Write Inc. is designed to create fluent readers, confident speakers and willing writers. The <i>Read Write Inc.</i> programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress	Teachers and TAs will be involved in training Resources will be purchased Lessons will be monitored Provision mapping will monitor progress Data analysed on SPTO	KS1 team leader and Literacy coordinator	Reviews to be embedded into provision mapping  Pupil progress tracking
To ensure all children have effectively learnt and can apply their timetables	Whole school timetable IT initiative	Not knowing times tables significantly slows children down when calculating. Rapid knowledge and accurate recall of facts helps build confidence throughout mental and written calculations	Times table testing Monitoring through displays Morning trails	Maths coordinator	Reviews to be embedded into provision mapping
To ensure effective coverage of National	Now that Singapore maths has been	In order to give all children outstanding teaching and learning opportunities	Triad Teaching Training	Maths coordinator	Reviews to be embedded into provision mapping

Curriculum maths key objectives across the whole school with a clear sense of progression of skills	purchased and is in use, upskilling teachers will be a priority	teachers will be upskilled to confidently and effectively deliver Singapore maths to best enhance progression	Supply costs Staff meeting training and team meeting reviews Maths coordinator to monitor as a part of the coordinator role		Pupil progress tracking  Book scrutiny  Monitoring SPTO data
To ensure children are at least meeting national expectations in reading	Extend collection of home reading books in KS1	A wider range of texts are needed to motivate children who may be feeling dissatisfied with reading	Staff meeting training and team meeting reviews  English coordinator to monitor as a part of the coordinator role	English coordinator	Reviews to be embedded into provision mapping
To ensure all adults are delivering phonics teaching to the highest standard	Upskill TAs through phonics training	Trained and skilled adults will ensure a higher quality of teaching and learning	Triad teaching Training Resources will be purchased Lessons will be monitored Provision mapping will monitor progress Data analysed on SPTO	English coordinator	Reviews to be embedded into provision mapping  Phonic Screening  SPTO data
<b>Total budgeted cost</b>					£18550
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure pupils with more complex behavioural, social or emotional needs are observed in class and the class teacher follows recommendations from an advisory teacher	Buy in advice from - Behaviour Support Advisory Service (Dorset BSS)	Annual pre and post intervention questionnaires demonstrate the positive impact for pupils and families receiving this specialist support. Benefits include: less social exclusion, increased academic engagement and greater understanding of needs <i>(evidence - within SEN Folder)</i>	The Assistant head/SENCO has termly planning meetings with the BSS advisory teacher to review progress and identify needs	Assistant headteacher/SENCO	Termly planning meeting with BSS advisory teacher  Reviews to be embedded into provision mapping

To ensure pupils with specific learning difficulties are formally assessed and programmes of work are devised and reviewed by an advisory teacher	Buy in advice from - Specialist Educational Needs Support Service (Dorset SENSS) 30 hours of support per year	Last academic year, pupils completed full diagnostic assessments; some were diagnosed with dyslexia and some with visual discrimination difficulties. All children engage in a regular programme of work with a TA and when reviewed all had progressed, some beyond the actual months in their new reading and spelling ages - <i>(evidence - SEN Paper folder - filing cabinet - DHT Room &amp; SEN Folder for individual pupils)</i>	The Assistant head/SENCO has termly planning meetings with the SENSS advisory teacher to identify needs and plan assessments.  Reviews are then completed after 6 months.  The Assistant head/SENCO delegates the programmes of work to the Senior TAs or SEN TAs. This is then reviewed through termly target setting and target reviews	Assistant headteacher/SENCO	Termly planning meeting with SENSS advisory teacher  Reviews to be embedded into provision mapping  Targeted children also complete Salford and SWST assessments every three months in line with the assessment cycle
To ensure all barriers to learning are understood, monitored and reviewed	Buy in assessment and advice from the County Educational Psychology team	Dorset County Council strongly advocate the use of the Educational Psychology team to understand children and support teachers and TAs in schools	The Assistant head/SENCO has termly planning meetings with the EP and parents to identify needs, plan assessments and review progress.	Assistant headteacher/SENCO	Review meetings with the EP  Reviews to be embedded into provision mapping
To raise the attainment of writing in the Upper School	Year 5 and 6 writing club	Following the enthusiasm and success of last years writing clubs this initiative will be introduced to promote a passion for writing amongst the Year 5 and 6 pupils - <i>(evidence within SPTO Tracking System)</i>	Year 5 and Year 6 team leader and TA to work together to plan fresh and exciting ideas.  Feedback sought regularly from children	Year 5 and Year 6 team leader Year 6 TA	Reviews to be embedded into provision mapping  Before and after intervention questionnaire  Intervention Case Study
To raise the attainment of reading, writing and maths in Foundation Stage	Foundation class teachers to be released from class and covered by a TA for one hour each per week so that they can target intervention for the lower achieving children	The class teachers are in the best position to target and enhance the learning of the lower achieving children in reading, writing and maths <i>(evidence within SPTO Tracking System)</i>	Foundation Stage leader to monitor children's progress on the provision mapping, Tapestry and SPTO data	Foundation Stage leader and teacher	Reviews to be embedded into provision mapping  Before and after intervention assessments  Intervention Case Study

To raise attainment of reading and spelling in Year 3	Year 3 class to trial using Reading Eggs and spelling to target individuals learning	Reading Eggs has strong evidence based impact in the areas of reading and spelling	Year 3 teacher to embed on a trial	Year 3 teacher alongside Year 3 and Year 4 team leader	Reviews to be embedded into provision mapping  Before and after intervention assessments  Intervention Case Study
To improve fine motor skills in KS1	TA to run a daily KS1 Fine Motor Skills group	Evidence shows that improved fine motor skills have an enhanced impact on children's pencil control which in turn positively promotes fluent writing - <i>(evidence - work scrutiny)</i>	KS1 teacher to oversee children who are selected, resources and progress made	KS1 team leader	Reviews to be embedded into provision mapping  Before and after intervention assessments  Intervention Case Study
To ensure targeted intervention is delivered to tackle personal learning gaps	Senior TAs to be allocated to each team to support teaching and learning	Since introducing the new role of Senior SEN TAs we have seen the positive impact on learning. As the Educational Endowment Foundations states: Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. <i>(Senior TA's - Case Studies linked to set targets &amp; appropriate assessment tools / Provision Mapping)</i>	The Assistant head/SENCO monitors the work of the Senior TAs through reviewing their termly assessments and follow on target setting, target reviews and case studies	Assistant headteacher/ SENCO	New targets are set in September, January and April and reviewed in December, March and July.  Reviews to be embedded into provision mapping
To continue the Emotional Literacy support in the school	Maintain three ELSA trained TAs to deliver intervention and provide resources.	Our three ELSAs are well respected and regarded in the school by children, parents and teachers. The ELSA intervention is continuing to have a measurable success both in class and in sessions. The demand for need outweighs the availability of ELSA sessions therefore it is important to maintain three ELSAs. ELSA continue to	The Assistant head/SENCO has termly planning meetings with the ELSAs following referrals from the head, class teachers, the PSA or Children's Services. Targets are identified and pre and post questionnaires are completed by children and teachers	Assistant headteacher/ SENCO	Following referrals and pre-intervention questionnaires new targets are set in September, January and April and reviewed in December, March and July.  Teacher and pupil questionnaires are also

		<p>deliver 1-1 intervention as well as nurture groups.</p> <p><i>(evidence - questionnaires)</i></p>			<p>translated into progress scores and tracked.</p> <p>Some case studies are also written following ELSA</p> <p>Reviews to be embedded into provision mapping</p>
<p>Speech and Language TA support intervention delivery in the school</p>	<p>TA to deliver Speech, Language and social communication intervention</p>	<p>Our Speech and Language TA is well respected and regarded in the school by children, parents, teachers and the NHS link therapist. The intervention is continuing to have a measurable success both in class and in sessions.</p> <p><i>(evidence - target setting / case studies / Provision Mapping)</i></p>	<p>The Assistant head/SENCO has termly planning meetings with the Speech and Language TA. This is to plan the caseload using information from NHS SALT programmes and in-school assessment tools. Targets are identified and resources are either sought from SALT or purchased.</p>	<p>Assistant headteacher/SENCO</p>	<p>New targets are set in September, January and April and reviewed in December, March and July.</p> <p>BPVS is completed with the Reception children and other identified children in September and June.</p> <p>Narrative Therapy assessments (Peter and the Cat/ The Squirrel) are completed termly.</p> <p>Some case studies are also written following intervention.</p> <p>Reviews to be embedded into provision mapping</p>
<p>To continue intervention through Learn to Move. Move to Learn trained staff in the school</p>	<p>Learn to move. Move to Learn delivered through Cool Club intervention</p>	<p>TAs assesses identified children using the ABC Battery of Movement skills. This identifies a high need for gross motor skills/ fine motor skills intervention. Children who participate in the intervention gain better spatial awareness skills and learn to control their movements more effectively. Case</p>	<p>The Assistant head/SENCO has termly planning meetings with the Learn to Move. Move to learn trained TA. This is to plan the caseload using information from teacher referrals and the ABC Battery of Movements assessment tool.</p>	<p>Assistant headteacher/SENCO</p>	<p>New targets are set in September, January and April and reviewed in December, March and July.</p> <p>ABC Battery of Movements assessment is completed with identified children in September and June.</p>

		<p>studies show the positive impact in the classroom and on the playground.</p> <p><i>(evidence - Case studies / Provision Mapping)</i></p>	<p>On occasions children have an occupational therapy care plan where this is relevant recommendations and resources are embedded</p> <p>Targets are identified.</p>		<p>Some case studies are also written following intervention.</p> <p>Reviews to be embedded into provision mapping</p>
<p>To enhance positive parental engagement and promote key parenting skills</p>	<p>Parent Support Advisor employed by the school</p>	<p>The EEF highlights “The association between parental involvement and a child’s academic success is well established” We have employed a PSA and her popularity among the families is continuing to impact on engagement and skills. Lack of parental engagement and social deprivation has historically impacted on children’s attainment. This is a cycle we are committed to breaking. The Incredible Years Parenting Programme will be delivered.</p> <p><i>(evidence - PSA PM / Case studies / attendance etc.)</i></p>	<p>The Assistant head/SENCO has termly review meetings with the PSA following referrals from class teachers, Children’s Services de-escalation or self referral.</p>	<p>PSA under the direction of the Assistant headteacher/ SENCO</p>	<p>Reviews to be embedded into provision mapping</p> <p>Intervention Case Study</p>
<p>To provide children with a small structured group setting during lunchtime to prevent over arousal and to positively build social communication skills</p>	<p>Lunchtime club</p>	<p>The introduction of lunchtime club has been a huge success. It has reduced difficult situations at lunchtime and actively promotes positive social skills including friendships, turn taking, good eating habits and listening to one another.</p> <p><i>(evidence - exclusion rates from targeted pupils / Fastrack Log)</i></p>	<p>The Assistant head/SENCO has termly planning meetings with the TAs delivering lunchtime clubs. The Senior Lunchtime Supervisor is regularly in consultation with the TAs delivering lunchtime clubs if new issues arise.</p>	<p>A team of TAs under the lead of the Assistant headteacher/ SENCO</p>	<p>Reviews to be embedded into provision mapping</p> <p>Intervention Case Study</p>
<p>To ensure the school has an accessible safe place where children</p>	<p>Sensory Room</p>	<p>Following whole school Attachment Training we have set up a sensory room to enable children to use when they</p>	<p>One TA has been identified to monitor the resources and source new resources as necessary.</p>	<p>Senior TA</p>	<p>Reviews to be embedded into provision mapping</p>

can be supported by an adult to self-regulate		need to be calm and emotionally regulate. This area has also proved to be particularly popular for children with sensory processing needs. <i>(evidence - exclusion rates linked to incidents / serious incident log)</i>	Teachers and TAs monitor how quickly children calm after becoming aroused. SLT to continue to monitor the impact it has on serious behaviour incidence across the school		
<b>Total budgeted cost</b>					<b>£71541</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve preschool learning experiences	Weekly toddler group	Long term investment into the early years shows long term impact on learning and achievement.	This weekly groups is supported by our PSA and Sherborne Children's Centre. Good relationships have been formed.	Head and PSA	PSA to do a termly review. Parents are asked to completed a questionnaire specifically about the group.
To ensure that all children have equal opportunities to benefit from school trips and extra-curricular activities.	Pupil grants and individual teacher budgets	There are equal opportunities for access to enriching experiences. Clubs and trips broaden children's experiences and self-esteem. This can also be seen as offering respite to families in need.	Each individual grant request will be considered and specific reasons will be given for the benefits it will have on the child's learning and attainment.	Team leaders	Reviews to be embedded into provision mapping
To promote holistic development alongside cooperation, communication and confidence	Forest Schools	Following the previous success of Forest Schools and our new Eco School Award, Forest School is a popular initiative that fully utilises our beautiful grounds. Children have a sense of enrichment and become passionate about connecting with nature.	Gore Farm is a local passionate company who had a significantly positive impact on our children's development and our environment previously. Lessons are well planned, equipment handling is taught skillfully and risk assessments are thorough.	Team leaders	Reviews to be embedded into provision mapping  Before and after intervention questionnaire  Intervention Case Study
<b>Total budgeted cost</b>					<b>£3315</b>

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
To ensure children are taught in the smallest class size	11th class teacher and TA	During the academic year 2016 - 2017, the children were taught in smaller classes. Morning trails, SEN observations and PM observations showed that the children in our school were on the whole being taught by good or outstanding teachers.	We will continue with this approach in the academic year 2017-2018	£11500 (contribution towards cost)
To embed consistent approaches to behaviour management across the extended school day	Whole school behaviour management training	The Behaviour training has had a very positive impact on the whole school. Behaviour is understood as communication and a greater empathic approach is observable. The techniques demonstrated for children on the ASD spectrum are widely evident in the classrooms.	We will not repeat whole school training in this area however we will endeavour to share advice given with new members of staff, particularly 1-1 SEN TAs	£375
To use the latest technology to enhance pupil's enjoyment of reading, writing and maths across the school	Whole school IT training	The school has transferred to Google and this has created an expanse of teaching and learning opportunities for the children and teachers.	We will continue to invest in more Chrome books this year as they are proving more popular in supporting the children's writing skills than the iPads.	£300

<p>To ensure effective coverage of National Curriculum maths key objectives across the whole school with a clear sense of progression of skills</p>	<p>Whole school maths scheme (Singapore maths)</p>	<p>At the end of last academic year Singapore Maths was purchased for years 1-5. In 2016-2017 50% of PP children achieved the ELG in Maths, 50% of PP children achieved Y1 high, 64% of PP children achieved Y2 high, 63% of PP children achieved Y3 high, 70% of PP children achieved Y4 high, 45% of PP children achieved Y5 high and 89% of PP children achieved Y6 high. In the academic year 2017 - 2018 we are keen to see the impact Singapore maths has for our pupils.</p>	<p>The Singapore maths scheme has been purchased by the school. Academic year 2017 - 2018 the teaching and learning approaches will be embedded.</p>	<p>£4082</p>
<p>To ensure pupils with specific learning difficulties are formally assessed and programmes of work are devised and reviewed by an advisory teacher</p>	<p>Buy in advice from - Specialist Educational Needs Support Service (Dorset SENSS) 30 hours of support per year</p>	<p>In the academic year 2016-2017 three pupils completed full diagnostic SENSS assessments; one was diagnosed with dyslexia and two with visual discrimination difficulties. As well as these three children the six children who were screened last year all engage in a regular programme of work with a TA. All children from the 2015-2016 assessment cohort progressed with their spelling and reading ages.</p>	<p>We will continue to use this service.</p>	<p>£2730</p>

<p>To ensure targeted intervention is delivered to tackle personal learning gaps</p>	<p>Senior TAs to be allocated to each team to support teaching and learning</p>	<p>During the academic year 2016 - 2017, Senior TAs have worked with a number of children throughout the school. Here are some examples from their Case Studies as to how they have impacted on children's learning.</p> <p>KS1 - When K was assessed using the Salford Reading test in September 2016 his reading age was 16 months behind his chronological age. When K was re-assessed in February 2017, his reading age now excels his chronological age by 6 months. K has made 20 months progress in only 6 months.</p> <p>Lower KS2 - When D was assessed using the Single Word Spelling Test test in September 2016 his spelling age was 17 months behind his chronological age. D was also at a Y2M in Maths, and lacking confidence. In Writing D's handwriting was poor. When D was re-assessed in February 2017, his spelling age has improved by 10 months in only 6 months. In Maths and Reading he has made 1 point progress. He has also gained more confidence in his Maths. His handwriting has also dramatically improved.</p> <p>Upper KS2 - When J was assessed using the Salford Reading test in September 2016 his reading age was 13 months behind his chronological age. J came to class with low confidence and would struggle to take on a task independently. He also had difficulties socialising with others and would often need intervention between other students. When J was re-assessed in February 2017, his reading age now excels his chronological age by 1 months. J made 14 months progress in only 6 months. J improved his confidence towards learning and enthusiasm to better his work through editing and improving. J had better friendships formed with others and better behaviour within the class which means he has been able to focus better within each lesson.</p>	<p>We will continue to deploy SEN TAs in the academic year 2017-2018</p>	<p>£49313</p>
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To ensure pupils with more complex behavioural, social or emotional needs are observed in class and the class teacher follows recommendations from an advisory teacher	Buy in advice from - Behaviour Support Advisory Service (Dorset BSS)	The pre and post Intervention Assessments demonstrate that following BSS intervention children are less likely to be excluded, less likely to be impacting on the learning of others, and less likely to be requiring an alternative curriculum. Last year a small number of children were on reduced timetables to manage their anxieties. We feel this strategy and recommendation significantly reduced the need for permanent exclusions.	We will continue to use this service.	£1730
To ensure children are at least meeting national expectations in reading	Extend collection of KS1 and KS2 Guided Reading packs	In reading attainment:  80% of PP children achieved the ELG in Foundation, 50% of PP children achieved the national expected level in Year 1, 64% of PP children achieved the national expected level in Year 2, 63% of PP children achieved the national expected level in Year 3, 56% of PP children achieved the national expected level in Year 4, 36% of PP children achieved the national expected level in Year 5 and 89% of PP children achieved the national expected level in Year 6	We aim to raise attainment in reading further in the academic year 2017-2018 with other interventions.	£750
<b>ii. Targeted support</b>				
To close the reading and writing gap	Fischer Family Trust training	The SENCO completed the FFT training. In the academic year 2017-2018 time needs to be factored in to deliver this intervention	In the academic year 2017-2018 time needs to be factored in to deliver this intervention.	Nil

To raise the enjoyment and profile of writing	Year 5 and 6 Girls' writing club	Of the 8 girls that attended Year 5 and 6 writing, 38% achieved the ARE in writing and 100% made at least 3 points progress in writing. One teacher wrote about her pupil: A is continuing to improvement in writing. A writes with great confidence across a range of genres and uses creative and interesting sentences types which she has practiced at writing club.	We aim to raise attainment in writing further in the academic year 2017-2018 with other interventions.	£3266
To raise the enjoyment and profile of writing	Year 3 and 4 Boys' writing club	Of the boys 8 that attended Year 3 and 4 writing, 62% made at least 3 points progress in writing and 50% made 4 points progress in writing.	We aim to raise attainment in writing further in the academic year 2017-2018 with other interventions.	No cost
To improve the pencil control and handwriting of the children in KS1	KS1 daily Fine Motor Skills package	The KS1 children that participated in Fine Motor Skills groups all made 3 points progress in their writing.	We will provide this intervention again if necessary in future cohorts.	£100
To extend the Emotional Literacy support in the school	Third TA to become an ELSA	ELSA is an incredibly beneficial response to the emotional and social well-being of the children at our school. The ELSA 2016 - 2017 Impact Report states: 25 children have received ELSA this term and 38 targets were set. Of those targets 19 were Met, 14 were Partly Met and 5 were not Met. Therefore 50% of targets Met, 37% Partly Met and 13% Not Met. According to teacher's responses to social skills questionnaires 62.5% of children have shown some improvement. It is important to note the significance of this improvement when referring to children's emotional well-being which are often long-term issues. An individual case study demonstrates the following progress: M's class teacher has reported that she appears more settled in school and that she talks more openly about her home life. M is enjoying lunch club and has made some new friends, which in turn is boosting her self esteem.	We will continue to deploy three ELSAs in the academic year 2017-2018	£600

To extend the Speech and Language support in the school	Second TA to deliver Speech, Language and social communication intervention	A number of SEN TAs have increased their skills in the area of Speech and Language intervention. This intervention continues to be a beneficial and effective intervention. The TA delivers NHS therapy programmes as well as school identify children who participate in Narrative Therapy. These children are identified via the British Picture Vocabulary Scale assessment. Out of a total of 56 targets overall 75% were Met and 25% Partly met. The percentages are roughly the same if you separate general SALT (articulation and grammar) and Narrative Therapy. In the Narrative Therapy 7 Reception children received 'The Squirrel story' Assessment and all of these increased their scores. The total percentage results rose from 18% to 39%. Of these children 6 out of 7 also increased their British Picture Vocabulary score, with one child increasing his score by 12 points. The six Year 1 children received the 'Peter and the Cat' assessment and their overall results rose from 32% to 47%. One child increased their score from 9% to 48% and the highest overall score was 76%. .	We will continue to deploy an SEN TA in the academic year 2017-2018	£350
To extend the children's access to Learn to Move. Move to Learn trained staff in the school	Second TA to become Learn to move. Move to Learn trained and deliver Cool Club intervention	In the academic year 2016-2017 of the Foundation Stage and KS1 children who participated in Cool Club 85% of the children met their individual target.	Intervention to continue next year with the introduction of tracking progress using ABC Battery of Movement assessments	£150
To enhance positive parental engagement and promote key parenting skills	Parent Support Advisor	Between September 2016 and July 2017 our PSA has supported a total of 39 families with 66 children between these families. The PSA works closely with the Gryphon School, Dorset Family Partnership Zone, Dorset Families Matter, the school nurse and health visiting services, the Royal Navy Royal Marine Welfare and the Children's Centre. During this time the PSA has completed 3 CAF's and is a TAF member for another family, she has made 5	We will continue to employ a PSA during the academic year 2017-2018	£13016

		<p>referrals into Dorset Families Matter and acts as a lead professional for all these families, she has also secured funding through DFM for one of these families for two separate intervention packages. Our PSA has completed training on family mental health, attachment disorder, solution focussed approaches and has completed the 2 day Safeguarding training enabling her to act as a DSL. She is also trained to deliver the Incredible Years programme and often delivers this to families individually if needed.</p> <p>During this time the PSA has supported families with managing difficult behaviour, implementing boundaries, improving routines at home and improving confidence. The PSA has supported families that have been experiencing financial difficulties and as well as signposting to the relevant support has completed 3 referrals for families to receive food parcels from the food bank. The PSA has supported parents with applications for free school meals and ordering meals online.</p>		
To promote holistic development alongside cooperation, communication and confidence	Forest Schools	<p>Every child that participated in Forest Schools thoroughly enjoyed the outdoors and practical learning. Teachers in KS2 spoke about improved cooperation skills and teachers in KS1 commented on enhanced confidence. Additionally in KS1 100% of the children that attended Forest School achieved at least 3 points progress in M, R and W and 80% achieved the equivalent ARE. In Lower KS2 75% of the children that attended Forest School achieved at least 3 points progress in M, R and W and 75% achieved the ARE. In Upper KS2 75% of the children that attended Forest School achieved at least 3 points progress in M, R and W.</p>	This popular intervention will continue in the academic year 2017-2018	£560
To provide children with a small structured group setting	Lunchtime club	<p>Behaviour incidents have been significantly reduced since the introduction of the lunchtime clubs. These clubs also target children's individual skills as well so that the behaviour issues are</p>	This intervention will continue in the academic year 2017-2018	£3266

during lunchtime to prevent over arousal and to positively build social communication skills		not just moved but the opportunity is used to intervene, teach and improve.		
To ensure the school has an accessible safe place where children can be supported by an adult to self-regulate	Sensory Room	Many PP individuals visit the sensory room as part of their SEN Support Plan. The sensory room is used to positively have a movement or sensory break when the individual can no longer access learning. This promotes readiness for learning as well as maintaining calm whole class teaching and learning environments.	Resources have gone missing from the sensory room this year and if not monitored carefully the room can appear messy as often particular individuals like to use bubble wrap in the sensory room.	£100
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>		<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve preschool learning experiences	Weekly toddler group	The weekly toddler group is proving to be popular for the wider community. Toddler group has on average 12 parents attending each week with their children. The children and parents get to socialise and engage in fun and interesting activities led by the playworker at Sherborne Children's Centre. The group benefits from having drop in sessions from Citizens Advice bureau, the health visiting team, First Point and Magna housing who can give advice or signpost on to the correct service. The PSA is also on hand to support any parents with any queries.	We will continue this group in the academic year 2017-2018	Nil

To ensure that all children have equal opportunities to benefit from school trips and extra-curricula activities.	Pupil grants and individual teacher budgets	Children and parents were enormously grateful when grants were received. This gave one boy an opportunity to join the karate club. This boosted his confidence and self-esteem greatly. It also gave him the opportunity to be out of his over crowded house.	We will look to continue these grants (cuts allowing) into 2017 - 18	£1793
To have a greater understanding of individual and cohorts of children's needs	Assessment resources	Assessment tools such as Sandwell maths, have enabled the school to thoroughly identify gaps in learning, identify targets and closely monitor progress. Likewise the Pearson Dyslexia Screeners have enabled the SENCO to more accurately identify children's specific learning weaknesses and plan intervention accordingly, as well as identify children for further diagnostic assessments.	We will continue to use these assessments in the academic year 2017 -2018 and they will be administered either by Senior SEN TAs or the SENCO	£

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.