

1. Review of expenditure				
Academic Year		2020/21		
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
Ensure disadvantaged pupils achieve as well as other pupils nationally. (link to priority A and B E)	Reduced class sizes across the school	Instead of larger, mixed-age classes, there were two classes in each year group with no class being over 25. This meant there was a better adult to pupil ratio and more adult time per child. The resulted in the majority of pupils (including non-disadvantaged) 'catching-up' quickly after periods of lockdown and isolation. Although there was an overall decrease in attainment at ARE and above across the school, it was predicted that this would have been far greater if we had not invested in higher staffing.	Single-aged, smaller classes benefit our children significantly. As a result of the barriers many of them face, it is vital that they have access to as many adults as possible to support their learning. With the impact of the lockdown and further isolation periods for groups of pupils, smaller class sizes have had a significant impact in enabling the majority of pupils to 'catch-up' quickly. This will be continued next academic year.	£152, 679
	Whole class guided reading at KS2	With pupils taking part in 'whole-class' reading, the skills for interpreting texts and modelled WAGOLL answers up-skills pupils. KS2 reading results 2021 = 62% ARE, which is in line with last published data. Disadvantaged = 60%.	This model of teaching reading fits well with the needs of our pupils. The 'guided and modelled' nature of method enables pupils to make better progress. This will be continued next academic year.	
	Targeted support from specialist ASA in reading and maths	By providing targeted support for identified groups of pupils, we were able to provide better 'catch-up' for those that had missed a higher proportion of schooling due to COVID-related absence. The impact was seen not just amongst disadvantaged pupils but all pupils who'd had a higher period of absence than others.	As a result of staff absence across the course of the last year, this has hindered the impact of this action. Not as many pupils accessed the targeted intervention as may have done without staff absence. On evaluation, this was a high-cost, low-impact action. This will not be continued next year	
	Early intervention in EYFS and then KS1 from specialist ASA to increase overall progress.	EYFS outcomes at the end of year 2020-21, under the new EYFS framework = 56% achieving GLD (Disadvantaged = 69%), which was 7% lower than the previous year, but represented good progress based on lost learning as a result of lockdown and isolations. KS1 data: R = 64% (D = 65%), W = 53% (D = 54%), M = 69% (D = 69%), which were all lower than the previous year but in line with 2017/18 published data. Again, this represents good progress from starting points and based on lost learning as a result of lockdowns and isolations.	It is so important for our pupils to access intervention as early as possible to give them the best chance of being able to access the National Curriculum. By investing in additional staff in EYFS and KS1, this enables pupils to receive additional support early. This will be continued next academic year.	

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>Improve outcomes for children in the area of communication and language (Link to priority A, B and F)</p>	<p>Continue to provide a range of evidence based targeted and universal SaLT interventions and strategies for our disadvantaged pupils.</p> <p>Employ S&L therapists to deliver bespoke SaLT intervention to pupils identified as requiring S&L support.</p> <p>S&L therapists support staff members to work with targeted children after therapist support to ensure inclusive quality first teaching for al.</p> <p>S&L therapists and teachers to support parents in how best to support their child in developing their S&L</p> <p>Chatter packs employed in EYFS to support speech and language development.</p>	<p>SENDCos took the lead on timetabling for support staff across the school to ensure bespoke and targeted provision was in place for pupils requiring S&L support.</p> <p>The purchasing of private S&L therapy to provide expert support to pupils has been instrumental in enabling them to make rapid progress. This intervention was targeted at pupils in EYFS with the greatest S&L need.</p> <p>A significant proportion of pupils begin school with speech and language skills well below where they should be. Early identification and intervention has resulted in pupils making rapid progress in this area. Dedicated, well-trained staff, deployed to support pupils improve their speech and language as enable them to make progress across all areas of learning.</p> <p>100% of nursery pupils were provided with a 'Chatter Pack' and support provided to parents as to how to use them.</p>	<p>The targeted deployment of ASAs to deliver bespoke intervention had a positive impact on pupil outcomes. Daily S&L interventions, especially in EYFS enabled pupils to better access all curriculum areas. This will be continued next academic year.</p> <p>On evaluation, if we did not invest in our own private S&L service, many pupils would not have been able to access parts of the curriculum. S&L therapists worked with both school staff and parents to provide bespoke packages of support, which had a positive impact. This will be continued next academic year.</p> <p>Supporting the progress of pupil's speech and language needs continues to be a priority for the school. We have identified that this key area can inhibit pupils from making the progress they are capable of across all curriculum areas. Identifying needs right from the start of their journey enables us to put support in place quickly, in order to give them the best opportunity of success as they move through the school. This will be continued next academic year.</p> <p>Even though not all parents/carers engaged with the 'Chatter Pack', it was important for us to provide them to share our expectations with parents. More targeted support needs to be given to families where engagement is low. This will be continued next academic year.</p>	£46, 289
<p>To reduce SEMH barriers so that our disadvantaged can access school (link priority C, E and F)</p>	<p>Bespoke RSE and PHSE programme (Jigsaw)</p>	<p>All pupils had access to additional teaching and support around mental health through extra Jigsaw sessions. The impact of this was that more children were able to adapt quickly to routines and access their learning in a more settled way. There were fewer serious behavioural incidents occurring across the school, meaning staff were able to focus on closing the gap in teaching and learning, promoting better progress for all pupils.</p>	<p>Dorchester has many contextual challenges, including high levels of domestic abuse in the community. We are committed to raising awareness of the local challenges and equip our pupils to 'speak out and challenge'. A key part of giving pupils the confidence to do so is through our work in PSHE, which forms a significant part of our curriculum. This will be continued next academic year.</p>	

	<p>Employ two SEMH pastoral support officers to work across the school in order to support more children across the school day.</p> <p>Parental engagement programmes linked to SEMH</p>	<p>The impact of two EWB workers has been significant. The effects of numerous lockdowns and self-isolations caused an increase in the number of pupils experiencing SEMH issues, including anxiety. Pro-active work with parents/carers allowed pupils to transition back to school more effectively. In addition, the EWB team provided much needed outreach support and regular check-ins during lockdown periods.</p>	<p>Access to EWB support for both pupils and parents/carers has been (and continues to be) crucial. Pupils continue to suffer from the adverse effects of lockdowns and the current pandemic situation and require additional support from our EWB workers. Having the capacity of two EWB workers has enabled more pupils to return to learning more quickly, with less barriers to overcome. In addition, the continued, ongoing support offered by our EWB workers to families is having a positive impact on attendance.</p> <p>This will be continued next academic year.</p>
<p>To improve outcomes of disadvantaged children in all core subjects.</p> <p>(Link to priority A and B)</p>	<p>Specific writing and reading programmes used in writing and reading to improve outcomes for all including our disadvantaged children - Talk for Writing, Bug Club</p> <p>Additional support for disadvantaged pupils in phonics, S&L, reading, writing, maths to ensure they are closing the gap to their peers through interventions, boosters and clubs. Interventions include</p> <ul style="list-style-type: none"> -Words First -precision teach -New Options -handwriting -Fluency 	<p>On return to school in September, the school implemented 'catch-up' programmes in reading and writing, developed by the Trust central team. These were 4-week intensive programmes covering the key basic skills where pupils may have developed gaps. All pupils in KS2 classes accessed these, along with our own internal, bespoke VGPS 'catch-up' programme.</p> <p>Of those pupils that received New Options S&L targeted support, 71% of them were disadvantaged. All of these pupils received both targeted interventions from a S&LT as well as ongoing interventions through follow-up programmes delivered by ASAs.</p>	<p>This was a one off 'catch-up' programme that pupils took part in.</p> <p>This will not be continued next academic year.</p> <p>Accurately identifying pupils and putting in targeted provision for S&L early, has enabled pupils to make rapid progress with their speaking. Due to the context of the school and local waiting lists for NHS S&LT, we are committed to investing in our own private S&L Therapist.</p> <p>This will be continued next academic year.</p>
<p>Increase attendance and punctuality and reduce persistent absence of disadvantaged pupils.</p> <p>(Link to priority C, D and F)</p>	<p>Whole-school attendance incentive and prizes for winning classes at the end of each term.</p> <p>Attendance officers to track pupil attendance and provide early intervention and support for families.</p>	<p>As a result of the pandemic, whole-school attendance was significantly impacted. Overall whole-school attendance for 20-21 was 92.6% (D = 91%). In addition to this, there was a significant minority of families who, despite our best efforts, chose to keep their children off school when all pupils returned. This in turn had a significant impact on persistent absenteeism. Overall PA for 20-21 was 18.8% (D = 27%).</p> <p>The attendance team of 3, including the Headteacher, worked tirelessly to support</p>	<p>Attendance has, and continues to be, a challenge for the school. Attendance has become a high priority across the school and new incentives are need to be devised to encourage better attendance for all.</p> <p>This will be continued next academic year.</p> <p>The pandemic had a significant impact on overall attendance and it is vital for us to monitor attendance more robustly.</p> <p>This action will be continued next academic year.</p>

	<p>Free breakfast club provided for disadvantaged pupils.</p> <p>Parental email and texting service</p>	<p>families in getting children back to school and regularly reviewed the causes. Attendance figures were also impacted by those pupils who did not engage in remote learning during lockdown periods. Where this was the case, significant support was provided to encourage engagement however, only around 60% of overall pupils engaged regularly.</p> <p>The school provides a free breakfast club for all pupils. Prior to the pandemic, there was an average of 150 pupils attending breakfast club on a daily basis. During the last 12 months, due to not mixing bubbles, the average number has been around 50 pupils. Providing a free breakfast club has had a positive impact in the punctuality of pupils as well as their attention in lessons.</p> <p>The school invested in ParentPay to provide quick and effective communication to parents/carers when needed. To date, 80% of parents/carers have signed up to the platform. It is too early to determine whether this investment has had an impact in improving pupil attendance/punctuality.</p>	<p>We found that pupils attending breakfast club were better prepared for their day. Behaviour in lessons was less disruptive and punctuality improved. This action will be continued next academic year.</p> <p>The service is being used effectively by parent/carers and the school however there is still some work to do to get 100% of parents/carers signed up. This action will be not continued next academic year.</p>	
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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
<p>To raise aspirations and give wider curriculum opportunities for all. (Link with priority F)</p>	<p>Subsidise a % of educational visits and trips across the school linked to learning.</p> <p>Work in partnership with Children's university to provide opportunities both within and outside of school.</p> <p>Implement the Dorchester Dozen (12 learning experiences children will access during their time at Dorchester across the school)</p>	<p>As a result of the pandemic and lockdowns, this was only partly implemented in the Summer Term 2021. All pupils, both disadvantaged and non-disadvantaged accessed at least one out-of-school visit.</p> <p>As a result of the pandemic, our work with the HEYCU was limited over the course of the year.</p> <p>This was not possible as a result of the pandemic.</p>	<p>Due to our context, we know that the vast majority of pupils have limited life experiences, therefore it is a priority for us to provide a range of visits and experiences, which are affordable for parents. These actions will be continued next academic year.</p>	£42, 554

	<p>Wider-opportunities for music (Y4) and also free access to music tuition for any child that wants to take up the offer (KS2)</p> <p>Cost of staffing and resources for outside agencies to work with our children in after school clubs providing wider curriculum opportunities</p>	<p>100% of year 4 pupils accessed wider opportunities music sessions (Violin) and twelve disadvantaged pupils also accessed 1:1 music tuition (free of charge).</p> <p>Although the school had 'signed up' to outside agencies providing expert coaching, due to the pandemic, much of this was not possible due to the restrictions places on extra-curricular activities.</p>		
<p>To reduce SEMH barriers so that our disadvantaged can access school (link priority E and F)</p>	<p>Free breakfast club</p>	<p>Prior to the pandemic, approximately 35-40% of all pupils were accessing breakfast club on a daily basis. During the pandemic, this has been limited to ensure that all national guidance has been adhered to. Therefore, over the last academic year, approximately 20-25% of all pupils have had access to the breakfast club.</p>	<p>The offer of free breakfast club continues to be effective in improving punctuality as well as ensuring pupils can have a settled start to the day. With numbers again increasing, it is imperative that we continue to offer this provision. This action will be continued next academic year.</p>	

2. Additional detail

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

The past academic year has been challenging as a result of several lockdown periods as well as operating in line with statutory guidance. This has significantly inhibited some of the approaches outlined in this document. Although many were not able to be implemented, there is little 'roll over' of any income due to committed costs – especially in staffing.