

Drayton Parslow Village School - Pupil premium strategy statement (2020-2021)

1. Summary information			
School	Drayton Parslow Village School		
Academic Year	2020/21	Total PP budget (PP, Forces and CLA)	£2,345 x 1 = £2,345 (CLA) £1,345 x 1 = £1,345 (PP) Total = £3,690
Total number of pupils	45	Number of pupils eligible for PP (PP, Forces and CLA)	2 Pupils in Total 1 Pupil (Child Looked After) 1 Pupil (Pupil Premium)

Attainment End of Academic Year 2019-2020				
	Drayton Parslow Village School Number of PP children	Drayton Parslow Village School for PP (% reaching expected standard) (Teacher Assessment - 2020 SATs cancelled due to COVID-19)	Drayton Parslow Village School not eligible for PP (% reaching expected standard) (Teacher Assessment - 2020 SATs cancelled due to COVID-19)	National average Pupils not eligible for PP (% reaching expected standard) (Teacher Assessment - 2020 SATs cancelled due to COVID-19)
End of EYFS (Good Level of Development)	100%	N/A	100%	65%
Phonics end of Year 1	2020 - Year 1 Phonics check results will be available Spring 2021	2020 - Year 1 Phonics check results will be available Spring 2021	2020 - Year 1 Phonics check results will be available Spring 2021	2020 - Year 1 Phonics check results will be available Spring 2021
Phonics end of Year 2	2020 - Year 2 Phonics check results will be available Spring 2021 following assessments in Autumn 2 2020	2020 - Year 2 Phonics check results will be available Spring 2021 following assessments in Autumn 2 2020	2020 - Year 2 Phonics check results will be available Spring 2021 following assessments in Autumn 2 2020	2020 - Year 2 Phonics check results will be available Spring 2021 following assessments in Autumn 2 2020
Reading end of KS1	80%	N/A	80%	75%
Writing end of KS1	73.3%	N/A	73.3%	69%
Maths end of KS1	73.3%	N/A	73.3%	73%

Drayton Parslow Village School - Pupil Premium Strategy 2019/20 - Successes

- In 2019 - 2020, there was 1 pupil at Drayton in receipt of Pupil Premium (CLA) Funding - A total of £2300 - £650 allocated at previous setting = £1650 for Autumn 2 2019 onwards).

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
Barriers	
A.	Small numbers of PP pupils with a wide range of differing needs
B.	Poor self-esteem, anxiety and family struggling to support
C.	Lower aspirations of some disadvantaged pupils and their parents and limited support at home to reinforce basic skills, limiting progress
D.	Family mental health
E.	Financial barriers to children in accessing extra-curricular activities and educational experiences such as trips, enrichment clubs, and tournaments.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium review will evidence that the individual needs of each child eligible for pupil premium are effectively addressed resulting in expedited progress	Every PP child makes more than expected progress in an academic year PP children who are SEN to meet provision map targets
B.	Improved emotional well-being of identified PP children. Training delivered to PP parents that enables them to support their children	Harris Scale will demonstrate improved self-esteem/self-awareness and positivity around self Increased positive outlook on identified issues and self-perception will enable identified children to make accelerated progress in relation to their starting point.
C.	Sustain outcomes at end of KS1	KS1 PP children achieve at least age-related expectations across all subjects.
D.	Family supported effectively so pupil attendance is not affected	Pupil Premium children attendance matches non Pupil Premium children.
E.	PP fully involved in all aspect of wider school life	PP children access extra-curricular activities PP accessing holiday club at school, as required Parents supported to work through pupil attendance at WRAP

3. Planned Expenditure for 2020-2021

- £2,345 x 1 = £2,345 (CLA)
- £1,345 x 1 = £1,345 (PP)
- Total = £3,690

Quality of teaching for all

Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Considering EYFS or KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Reading, Writing and Maths and the ELGs in these areas for EYFS pupils.	All staff have a target for CLA/PP attainment/progress in their appraisal document. Ensure work/books of CLA/PP pupils are marked first.	Staff will be focused on PP children and accountable for their progress and attainment. Outcomes and next steps /actions to be incorporated into termly team pupil progress meetings and fed back to SLT.	Rigorous M&E schedule implemented by SLT and subject leaders Data Analysis Pupil Progress Meetings	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT) Theresa Wheeldon Heidi Martin Carol-Anne McCollum David May	Appraisal reviews Pupil Progress Meetings
Considering EYFS or KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Reading and the ELGs in this area for EYFS pupils.	English intervention - Pre and Post-Teaching sessions with CLA/PP pupils with class teachers - At least 3 sessions per child per week for 1 to 1 or small group tasks. (Reading comprehension tasks, small group comprehension sessions, 1 to 1 daily reading and comprehension tasks). Targeted adult support in lessons from budget above.	Identified children are below age-related expectations. Previous intervention has been effective in raising standards	Internal monitoring and tracking - Through use of termly reading assessments and guided reading assessments following small group tasks with class teacher and records of 1 to 1 daily reading.	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT) Theresa Wheeldon (KS1 English Lead) Carol-Anne McCollum David May	Half termly through Weekly reading monitoring and monitoring comprehension success
Considering KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Writing. To continue to secure sentence structure/construction. Keyword Spellings (To secure 50% of the Year 2 common exception words - Including the EYFS words).	English intervention - Pre and Post-Teaching sessions with CLA/PP pupils with class teachers - At least 3 sessions per child per week for 1 to 1 or small group tasks. Phonics intervention sessions, 1 to 1 daily phonics sessions Homework to be phonics focussed - Nessie/Hairy Letters programme to be used at home and school. Small group Phonics interventions - Phase 2 and 3 (1 to 1 TA 2 days a week and small group work 3 days a week). Phonics and CVC games - Focussed on segmenting and blending. (£120) Continue to utilise Phonics 1 to 1 Tutoring Kit (Read, Write Inc).	Identified children are below age related expectations. Previous intervention has been effective in raising standards CLA/PP to construct 75% of sentences correctly. Spelling and Phonic assessments. CLA/PP to use initial sounds in at least 70% of his sentences. CLA/PP to secure a minimum of 32 out of 40 on KS1 phonics screening	Internal monitoring and tracking - Through use of end of Talk 4 Writing unit assessments.	Sarah Carter (CT) Heidi Martin (CT) Theresa Wheeldon (English Lead) Carol-Anne McCollum David May	End of unit assessments. Termly assessments - Following book scrutiny/trawl.

Phonics (To recognise all Phase 4 sounds and apply in spelling CVCC and CCVC words. To secure the pass mark for KS1 phonics screening check for Year 2 pupils - Autumn 2 2020 (Following COVID Lockdown).	Writing 1 to 1 sessions, small group sentence structure interventions, 1 to 1 daily support for writing in class and handwriting/sentence structure/extended sentence structure interventions). (£750 for staffing and resources for interventions.) Resources and targeted adult support in lessons from budget above.	check in Autumn 2020. (Based on 2019 pass mark).			
To develop CLA/PP children's learning behaviours and to be able to listen and pay attention to the adult for 10 minutes during class input.	CLA/PP to be able to sit on his carpet space and maintain attention throughout carpet session without calling out. Teacher/TA/ 1:1 support to encourage listening using non-verbal cue cards. Develop use of a sticker chart to reward focused learning behaviours.	Staff will be focused on CLA/PP children and accountable for their learning behaviours and focus in lessons through modelling and cues. Outcomes and next steps /actions to be incorporated into termly team pupil progress meetings and fed back to SLT.	Rigorous M&E schedule implemented by SLT and subject leaders Data Analysis Pupil Progress Meetings	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT) Theresa Wheeldon Heidi Martin Carol-Anne McCollum David May	Half termly
Considering KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Maths.	Maths intervention - Pre and Post-Teaching sessions with CLA/PP pupils with class teachers - At least 3 sessions per week freed in the timetable for 1 to 1 or small group tasks (1 to 1 sessions focussing on number facts and reasoning skills, small group sessions focussing on reasoning skills and Maths intervention sessions). Targeted adult support in lesson	Identified children are below age-related expectations. Previous intervention has been effective in raising standards - Use of Pre and Post teaching sessions with class teachers will ensure consolidation of the 'Mastery approach' to Maths.	Internal monitoring and tracking - Through the use of regular assessment of misconceptions and mathematical concepts (TA and class teacher to record progress in assessments and additional sessions).	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT) Carol-Anne McCollum David May Heidi Martin Theresa Wheeldon	Half termly
Quality feedback supports children to make good progress in all subjects	Teachers to give immediate feedback Teachers to mark CLA/PP books first Teachers to ensure CLA/PP children response to marking is undertaken daily Teachers to address misconceptions immediately Training for new staff	Evidence base of research suggests quality feedback enables children to make good progress (John Hattie)	Regular work scrutinises by SLT Regular lesson observations by SLT Half termly data analysis	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT) Carol-Anne McCollum David May Theresa Wheeldon	Half termly
CLA/PP children to reach the expected standard for their year group and / or make at least expected	CLA/PP children to receive high quality first teaching. Children supported by additional staff within the classroom setting as appropriate.	Research shows targeting specific needs from assessments will close the gap in understanding.	Intervention data of start points and ends given to SLT post interventions.	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT) Carol-Anne McCollum	Half termly

progress from their starting points.	Additional staff employed to release teachers to focus teach CLA/PP children Interventions carried out by Teachers/HLTAs for children as identified from assessments	Observations of additional sessions taught by staff. Review quality of support received within the classroom setting.	Data for PP reviewed Half-termly and termly in pupil progress meetings.	David May Theresa Wheeldon	
Improve the percentage of CLA/PP children working at Greater depth across KS1 by improving children's quality of discussion and self-questioning.	Continue to implement Philosophy For Children (P4C) and deepening discussion in Reasoning for Maths and text discussion in 'Book Talk' for Talk 4 Writing. Purchase resources to support teachers in its implementation Teachers to target CLA/PP children during sessions	Evidence base of research suggests that good classroom discussion and self-questioning has a positive impact on outcomes (John Hattie)	Staff training and review of its effectiveness Lesson observations	Carol-Anne McCollum Theresa Wheeldon	Termly
CLA/PP children's emotional well-being is improved.	Twice weekly 'Learning Mentor' 1 to 1 sessions to take place to support and discuss strategies for coping at home for those identified CLA/PP individuals who are also in need of Emotional and Well-Being support sessions (Requested by parents, staff or other professionals). (Cost for identified CLA/PP children £1560) Learning Mentor Support (2 x 20mins) sessions per week. (£40 per week x 39 weeks September 2020 to July 2020 = £1560) Ambivalent attachment training for all staff. (£230.40 contribution towards training costs).	CLA/PP children often identified as vulnerable children with specific Emotional Health and Well-Being needs. SDQ analysis completed as part of ePEP for CLA/PP individuals.	Weekly sessions are planned and evaluated by Aimee Temple - Learning Mentor. SDQ follow up assessment Pupil Voice from CLA/PP	David May Aimee Temple	Half Termly
CLA/PP children to be able to understand and recognise own emotions. CLA/PP children to develop a bank of strategies to help regulate emotions and behaviour.	Staff to introduce and embed 'Zones of Regulation' (whole school approach) to develop CLA/PP children's K+U and awareness of how to recognise own emotions. CLA/PP to work with TA/Teacher/1 to 1 support to develop individual 'Toolbox' to provide strategies to apply when feeling anxious/upset.	CLA/PP children often identified as vulnerable children with specific Emotional Health and Well-Being needs.	Daily modelling and support from staff throughout the school. SDQ follow up assessment Pupil Voice from CLA/PP	All Staff	Half termly
Other Approaches					
Children's 'Home learning' and homework is completed to a high standard.	Continue to provide opportunities to complete home learning (Homework, spellings, reading etc...) which includes all pupils but ensures that Targeted CLA/PP identified children are invited and sessions provided by funding to support pre and post teach and to discuss homework.	CLA/PP children's homework is not as effectively completed as non-PP children Evidence shows that supporting study skills improves Outcomes - John Hattie.	Work scrutiny comparing CLA/PP and Non-PP children Monitoring completion of homework and when completed	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT) Carol-Anne McCollum David May Theresa Wheeldon	Termly

			Pupil voice of PP children		
All children to participate in enrichment activities	School to encourage and support individual children to access enriched curriculum activities by ensuring CLA/PP parents are aware of opportunities and if required financial support. Ensure children have appropriate kit/clothing to attend clubs.	To ensure equality of opportunity for all children	Monitoring club uptake and targeting any PP child or vulnerable child that is not in a club	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT) Carol-Anne McCollum David May	Termly
CLA/PP children aspire to take on roles of responsibility across the school.	Increased opportunities for KS1 pupils to engage in wider school life, such as School Council, monitors and attendance at Sports Festivals etc...	Opportunities to engage in wider school life are restricted for some pupil premium children. Activities take place during school day to enable full participation without impacting on home routines	Pupil voice. Observations.	Lorna Sandmann (CT) Sarah Carter (CT) Heidi Martin (CT)	Half Termly
Children's attendance improved to match non CLA/PP children	Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for CLA/PP children.	CLA/PP Attendance is not as high as non-PP children	Monitoring of attendance data monthly	Carol-Anne McCollum David May	Weekly
Identified CLA/PP children have support to address perceived gross and fine motor difficulties and speech and language skills. Fine Motor Skills: To recognise all Phase 4 sounds and apply in spelling CVCC and CCVC words. To develop handwriting to form all lower-case letters correctly - Ensure use of appropriate tri-pod grip is maintained and developed. (To secure number formation 0-9).	Private assessment and support from external specialist and/or Ed Phycologist. (Estimated cost of assessments £600 per day). In small group tuition undertake the following; <ul style="list-style-type: none"> Extra phonics group work - 3 sessions per week - Focussing on Phase 3/5 sound mats to refer to when writing. Reinforce handwriting during phonics group - Alphabet in word book to refer to when writing 	Speech/Language and/or Co-ordination difficulties that impede learning are addressed and no longer a barrier to learning or impacting. CLA/PP individuals to; To recognise all Phase 4 sounds and apply in spelling CVCC and CCVC words. To develop handwriting to form all lower-case letters correctly - Ensure use of appropriate tri-pod grip is maintained and developed. (To secure number formation 0-9).	Monitor impact on pupil self-esteem and attitude to learning.	Carol-Anne McCollum David May	Half Termly
Total allocated budget cost					£3260

	(See Below for details surrounding Virtual Schools Funding)
Total unallocated budget for support as identified through the remainder of the academic year	
N/A (See Below)	
Virtual Schools Funding	
<ul style="list-style-type: none"> Additional funding will be granted for specific interventions and approaches from relevant Virtual Schools for individual CLA/Fostered Pupils - To be applied for and granted half-termly. (PEP Meetings and ePEP funding applications will ensure the PPM Funding is supplemented to support school in implementation of specific strategies). 	

Review of Expenditure- £1650 allocated				
(CLA Pupil Premium Funding for 2019-2020) (CLA/PP child joined part way through the Autumn term 2019 and £650 of funding has been spent at previous setting on assessments/interventions).				
Previous Academic year	2019-2020			
Quality of Teaching for all				
Desired Outcome	Chosen Action	Impact	Lessons learned	Cost
Considering KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Reading, Writing and Maths.	<p>All staff have a target for CLA/PP attainment/progress in their appraisal document.</p> <p>Ensure books of CLA/PP pupils are marked first.</p>	<p>Staff continued to focus on CLA/PP children and accountable for their progress and attainment.</p> <p>Outcomes and next steps /actions were incorporated into termly team pupil progress meetings and fed back to SLT.</p>	<p>Rigorous M&E schedule implemented by SLT and subject leaders were successful.</p> <p>Data Analysis allowed individuals to have targeted support/programmes of study.</p> <p>Pupil Progress Meetings highlighted 'gaps' and next steps - This was</p>	£0
Considering KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Reading.	<p>English intervention - Pre and Post-Teaching sessions with CLA/PP pupils with class teachers - At least 3 sessions per child per week for 1 to 1 or small group tasks. (Reading comprehension tasks, small group comprehension sessions, 1 to 1 daily reading and comprehension tasks).</p> <p>Targeted adult support in lessons from budget above.</p>	<p>The identified CLA/PP child was below age-related expectations, however as with previous interventions this strategy was effective in raising standards, the CLA/PP child was able to;</p> <ul style="list-style-type: none"> Make significant progress in Reading Autumn 2 2019 working on P-Scales - End of Year 1 Teacher assessment 1W. However, this progress has been impacted by the COVID-19 Lockdown and needs to be continued next academic year 2020-2021. 	<p>Internal monitoring and tracking allowed careful monitoring and programmes of study to be put in place to support the CLA/PP child - Through use of termly reading assessments and guided reading assessments following small group tasks with class teacher and records of 1 to 1 daily reading - Specific needs were met and issues addressed.</p>	£0
Considering KS1 Pupils' capabilities and prior knowledge, pupils to make	<p>English intervention - Pre and Post-Teaching sessions with CLA/PP pupils with class teachers - At least 3 sessions per child per week for 1 to 1 or small group tasks.</p>	<p>The identified CLA/PP child was below age-related expectations, however as with previous interventions this strategy was effective in raising standards, the CLA/PP child was able to;</p> <ul style="list-style-type: none"> Construct 50% of sentences correctly. 	<p>Internal monitoring and tracking was successful to support this - Through the use of regular assessment of</p>	£1249

<p>progress towards reaching their potential in Writing.</p> <p>To secure sentence structure/construction.</p> <p>Keyword Spellings (To secure 50% of the Year 1 common exception words - Including the EVFS words).</p> <p>Phonics (To secure Phase 2 Phonics and at least 50% of Phase 3 Phonics - Developing 'Blending' of sounds to read).</p>	<p>Phonics intervention sessions, 1 to 1 daily phonics sessions</p> <p>Homework to be phonics focussed - Nessie/Hairy Letters programme to be used at home and school.</p> <p>Small group Phonics interventions - Phase 2 and 3 (1 to 1 TA 2 days a week and small group work 3 days a week).</p> <p>Phonics and CVC games - Focussed on segmenting and blending. (£119)</p> <p>Phonics 1 to 1 Tutoring Kit (Read, Write Inc) (£505)</p> <p>Writing 1 to 1 sessions, small group sentence structure interventions, 1 to 1 daily support for writing in class and handwriting/sentence structure/extended sentence structure interventions).</p> <p>(£625 for staffing and resources for interventions.) Resources and targeted adult support in lessons from budget above.</p>	<ul style="list-style-type: none"> Show significant improvement in Spelling and Phonic assessments. Use initial sounds in at least 70% of his sentences. However, this progress has been impacted by the COVID-19 Lockdown and needs to be continued next academic year 2020-2021. 	<p>misconceptions Through use of end of Talk 4 Writing unit assessments. (TA and class teacher were able to record progress in assessments and additional sessions).</p>	
<p>Considering KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Maths.</p>	<p>Maths intervention - Pre and Post-Teaching sessions with CLA/PP pupils with class teachers - At least 3 sessions per week freed in the timetable for 1 to 1 or small group tasks (1 to 1 sessions focussing on number facts and reasoning skills, small group sessions focussing on reasoning skills and Maths intervention sessions). Targeted adult support in lesson</p>	<p>Identified children are below age-related expectations. As with previous interventions, this was effective in raising standards - Use of Pre and Post teaching sessions with class teachers will ensure consolidation of the 'Mastery approach' to Maths - However, this progress has been impacted by the COVID-19 Lockdown and needs to be continued next academic year 2020-2021.</p>	<p>Internal monitoring and tracking was successful to support this - Through the use of regular assessment of misconceptions and mathematical concepts (TA and class teacher were able to record progress in assessments and additional sessions).</p>	<p>£0</p>
<p>Quality feedback supports children to make good progress in all subjects</p>	<p>Teachers to give immediate feedback</p> <p>Teachers to mark CLA/PP books first</p> <p>Teachers to ensure CLA/PP children response to marking is undertaken daily</p>	<p>CLA/PP child benefitted enormously from the quality verbal and written feedback from Teachers and TAs, this ensured Teachers to ensure CLA/PP child was able to respond to marking/comments which were undertaken daily, staff were able to address misconceptions immediately - However, this progress has been impacted by the COVID-19 Lockdown and needs to be continued next academic year 2020-2021.</p>	<p>Regular work scrutinises by SLT Regular lesson observations by SLT Half termly data analysis</p>	<p>£0</p>

	Teachers to address misconceptions immediately Training for new staff	During the COVID-19 Lockdown period the CLA/PP child received instant feedback and support from staff remotely and responded well to Home Learning - But carers found it difficult to provide the same level of support to meet his specific needs.		
CLA/PP children to reach the expected standard for their year group and / or make at least expected progress from their starting points.	CLA/PP children to receive high quality first teaching. Children supported by additional staff within the classroom setting as appropriate. Additional staff employed to release teachers to focus teach CLA/PP children on a 1 to 1 basis (3 x 30mins per week - £540) Interventions carried out by Teachers/HLTAs for children as identified from assessments	CLA/PP child benefitted enormously from the high quality first teaching and support in small group sessions with Teacher/TA on a daily basis and 1 to 1 support x 3 30mins sessions per week x 24 weeks (Prior to COVID-19 Lockdown). This ensured Teachers to ensure CLA/PP child was able to respond to specific needs and address misconceptions immediately especially useful for pre and post teaching sessions of trickier concepts in Maths, Phonics and Reading strategies - However, this progress has been impacted by the COVID-19 Lockdown and needs to be continued next academic year 2020-2021.	Intervention data of start points and ends given to SLT post interventions were used to support and review progress. Data for PP reviewed Half-termly and termly in pupil progress meetings were used to support and review progress.	£540
CLA/PP children's emotional well-being is improved.	Twice weekly 'Learning Mentor' 1 to 1 sessions to take place to support and discuss strategies for coping at home for those identified CLA/PP individuals who are also in need of Emotional and Well-Being support sessions (Requested by parents, staff or other professionals). (Cost for identified CLA/PP children £960) Learning Mentor Support (2 x 20mins) sessions per week. (£40 per week x 24 weeks November 2019 to May 2020 = £960) Ambivalent attachment training for all staff. (£230.40 contribution towards training costs).	Funding was used to ensure that identified CLA/PP children who were identified as vulnerable children with specific Emotional Health and Well-Being needs accessed additional support. This has ensured that all children are able to develop strategies to develop social and emotional skills and access the curriculum - Weekly 1 to 1 sessions with Learning Mentor. SDQ analysis completed as part of ePEP for CLA/PP individual demonstrated improved SDQ scores in terms of emotional health and well-being but continued support is needed for this academic year - Especially following COVID-19 Lockdown and associated impact. Ambivalent attachment training for all staff could not take place due to COVID-19 guidelines and restriction - training to be booked for 2020-2021. (£230.40 contribution towards training costs).	This support must continue into the next academic year and further SDQ assessments need to be made in school and by Social Workers.	£960
Children's attendance improved to match non CLA/PP children	Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for CLA/PP children.	Support from the school to ensure parents are aware of the importance of having their children in school daily. CLA/PP attendance for 2019-2020 (Joined Autumn 2 2019 to Spring 2 2020 - Prior to COVID-19 Lockdown) (98.57%) continued to improve and was in line with non-PPM pupils (97.62%).	School continues to support families to maintain good attendance.	£0
Identified PP children have support to address perceived gross and fine motor difficulties and speech and language skills. Fine Motor Skills;	Private assessment and support from external specialist and/or Ed Physc. (Estimated cost of assessments £600 per day).	Private assessment and support from external specialist and/or Ed Physc was unable to be made due to COVID-19 guidelines and restrictions - Assessments to be booked for 2020-2021. (£600 contribution towards training costs).	Monitor impact on pupil self-esteem and attitude to learning.	£11

<ul style="list-style-type: none"> To develop handwriting. (Learn and use the appropriate tri-pod grip). (To secure formation of the 'C family'). (To secure number formation 0-5). 	<p>In small group tuition undertake the following;</p> <p>OT Handwriting groups - Approved by Social Worker/Carer.</p> <p>Implement School's cursive handwriting policy.</p> <p>Handwriting pencil grips to explored to find appropriate tri-pod grips (£11)</p>	<p>Speech/Language and/or Co-ordination difficulties that impede learning were addressed and were much less of a barrier to learning or impacting progress.</p> <p>CLA/PP individual was able to make the following progress;</p> <ul style="list-style-type: none"> Developing a secure formation of the 'C family' letters. Achieved a 'secure' a tri-pod grip. Developed secure formation of digits 0-5. However, this progress has been impacted by the COVID-19 Lockdown and needs to be continued next academic year 2020-2021. 		
Total expenditure				£2760
Virtual Schools Funding				
<ul style="list-style-type: none"> Additional funding for 2019/2020 academic year granted for specific interventions and approaches from relevant Virtual Schools for individual CLA/Fostered Pupils - Funding was applied for and granted on a half-termly basis. (PEP Meetings and ePEP funding applications ensured the PPM Funding supplemented support for school in implementation of specific strategies). 				