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| **Intended outcome** | **Success criteria** | **Evaluation** |
| For identified groups of children there is rapid and sustained progress across the curriculum. | Children with multiple barriers have the access to a timetable, full curriculum and activities in smaller group teaching that will be tailored to the needs of these children to support their learning styles and emotional needs. Strong liaison with external agencies to support required provision for these children. Presenting a ‘Team around the Child and Family approach’ to their provision Progress and attainment is raised diminishing the gap between these children and their non vulnerable peers. | Quality first teaching has continued to be a focus for all children and the planning of lessons have activities to support all types of learners. When identified small group intervention with TA support or targeted smaller group teaching has been implemented to ensure those needs are supported to access learning and progress within the curriculum. Through a range of subject leaders monitoring and evaluation it shows that PP children and EAL children are large majority are making the same progress and attainment as their Non-PP EAL peers in many areas of the curriculum. Pupil voice shows that children are enjoying these and are remembering and retaining knowledge. Ofsted and Catholic inspection reports this acknowledge this.  Where children are finding it difficult to learn due to social, emotional and identified SEN need, provision has been adapted and the specific needs have been supported so that progress across the curriculum can continue for the children in the class with less disruption and that for those who need a specialist learning timetable and curriculum can continue their learning journey. 7 children have had access to bespoke timetabling and teaching to ensure that these children are no longer at risk of exclusion. The Hub environment and CASA has been utilised to support children with emotional, behavioural barriers to ensure that they still learn, school have funded 1-1 staffing and the Deputy headteacher has been working with these children. All 7 have either been on School based or LA based PSP. 2 children have an EHCP, 1 is under assessment for EHCP, 3 children are now diagnosed and 2 others children are on Neuropathway assessment. These children could not access learning at all and now complete core lessons for a shorter period some in class (short times) with 1-1 support and some afternoon learning- times with their class peers (lunch, playtime PE, Science). One child who needed his own learning environment is now working in the hub. 1 child will be supported by attending PACE in September supported by school. Alongside this specific nurture provision, parents/guardians have been supported in this process with staff working alongside them every day.  Where needs are not as severe but still need extra support with social and emotional needs, the pastoral offer included children working in small groups to work on interventions that supports their need some being unique and some group sessions. Pupil voice shows that children like this special time to go and listen and speak with a few friends in a quiet place. Some children and families have worked with The Listening Tree counsellor provided by school and Mental Health practitioner and others have been supported by the Wellbeing and Welfare staff.  All staff have been part of Behaviour training and we have used the Beacon School platform, National college and Team Teach training alongside ASD behaviour and emotional support training to support the school attachment aware behaviour policy. This has resulted in a coherent and consistent approach to understanding the social and emotional needs of the children to allow highly effective self-regulation and engagement with learning. Which has resulted in improved attitudes to learning and access to the curriculum., The Headteacher and deputy headteacher have in weekly assemblies introduce Footsteps award and Positive Post-box where children have the opportunity to thank or say things that people have done to support/help them and these are read out in assembly. Pupil voice and weekly messages in the post-box show that the children like to thank and are aware of others this includes staff and children. Key principles have been a focusing assemblies linked to our School display in the hall and relating these to real life experiences .Also this year we have invested in The Happy Mind programme for both staff and children, these weekly sessions in class and in assemblies have taught and supported children with their Mental Health pupil voice is very positive and children can relate how they have used these strategies in their life to help them. This has also been a support for staff.  Attendance- see data report  Supporting families:  We have invested in working with the St Helens engagement team to support families in and out of school time to work with families supporting them with routines of behaviour for being ready for school and being in school and on time. Over the summer holiday 22 and into the first term of the year, the youth worker supported and worked with 3 families, the families involved have been consented to the support. This work has been valuable to one child as he is now in Y6 and this has supported him into getting himself up and ready for school. Attendance and lateness meeting have been scheduled with certain families and these have been successful in some instances. |
| Personal and academic needs are met very effectively. | Children will access learning in a variety of situations with high levels of staffing and nurture provision following a structured and identified timetable of activities, reflective of their learning style and needs.  Their wellbeing and emotional needs are met enabling academic needs to be met in a creative and responsive way. The school’s Team around the Child approach also supports at family level to enable the children to thrive and achieve. Barriers of poor attendance and lateness are removed or considerably diminished. |
| Raise progress and attainment in Maths for identified children. | Continue to raise standards and teaching in Maths and children continue to catch up with missed mathematical learning through the use of online mathematical learning tutoring. Remaining gaps in learning are addressed to enable appropriate progress to be made within their current year group. Accurate and fluency in the use and application of mathematical language is consistent and strong. | Children had been identified for 1-1 tutoring weekly sessions and follow up sessions with staff and other small group intervention. Weekly reports show the progress that children have made from their initial assessment. This is then seen in class sessions by teachers and in overall assessments. Employment of supply teacher for 2 days a week over a period of time has supported all groups of children to have extra support working on identified gaps has enabled many children to make better progress. Other intervention steps have been a focus as teachers have used gap analysis and the ready to progress criteria, staff had training to support them in identifying and implanting actions and targets for children. Specific statements in the maths curriculum where identified as gaps and staff added extra support to these children in class and via planned intervention and tutoring. The children have acquired more statements from the key identified maths knowledge. a large majority of Disadvantaged pupils in some year groups have made the same amount of progress if not better than their non-disadvantaged peers. See Data in SIP and tutoring impact report. |
| Phonics and Oracy- Achieve above national average expected standard in the PSC and demonstrate an upward trend for disadvantaged pupils. | Improve phonic, language skills   and fluency across EYFS and KS1 pupils eligible for PP- The RWI programme will measure the rate of progression for each individual child through half termly assessments and 1-1 intervention impact. Along with termly visits working on a development day with RWI trainer. Language Link assessment will provide a baseline of understanding of language for children in EYFS and identify progress and attainment. The Nuffield Early Language Programme will further support and accelerate progress in speech, language and communicating, with evaluation of impact for identified children. Language Link and Speech link assessments and activities will be completed by Language specialist TA across the school to carefully monitor and track progress. Additional reading opportunities across the early years to reinforce early phonics and reading knowledge and skills. | Phonics- Development days for staff and co coaching with Reading leader have ensured that quality first teaching is evident for all pupils. Identified staff have been trained to teach 1-1 sessions with identified pupils and formal and informal assessment is used to ensure progress. The virtual school has supported quality first teaching and has supported learning to continue at home. Children love learning phonics not only KS1 children but others in the school. (Hub- these children have other needs such has learning and behavioural needs, but these children have made good progress with 1-1 intervention daily) Y1 Phonics scores internal data show that disadvantaged children performed in line with their non disadvantaged peers. In Y1 phonics screening check this May this was the same picture, a large majority of these children where not blending as they began Y1 and have made better than expected progress (accelerated progress) through the RWI assessment. (See phonics data).  Reading intervention impact reports show progress children have made through targeted reading 1-1 support across KS1 and lower KS2.  Oracy- These interventions have been delivered by a specialist TA trained in the programmes and other Oracy training. Language link- all children in KS1 who carried through the LL programme from summer term in reception completed and passed the programme. I child in the Hub has passed the KS1 and KS2 LL programme. (See Language Link impact reports)  Nelli- All children who have completed the Nelli programme in reception have passed. (See Nelli impact report)  SALT- all children who have been referred and assessed by SALT are completing 1-1 packs provided twice weekly. The speech link programme has supported identification of Speech and language needs and identifies and supports referrals to SALT assessment.  This year we have invested in Chatty Words this has been a focus in for EAL, SEN and children with low level vocabulary and language children this is designed to support children at school and home with basic vocabulary. Children have progressed using this program with 1-1 support from the class teacher or language TA their noun vocabulary and articulation has improved. This will continue next term |