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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. Careful planning of pupil numbers in classes and organisation of classrooms, resources and timetabling. Planning the activities and learning in the curriculum in a suitable and adaptive way have been a focus. Adaptive teaching has been a focus for staff training. This has been a focus in the SIP visit and has shown strength in many areas. When identified small group intervention with TA/teacher 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 if not better progress as their Non-PP peers in many areas of the curriculum. (whole school attainment and progress evaluation will show this) Pupil voice shows that children are enjoying these and are remembering and retaining knowledge. 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. There are specific classes and the hub that have have had access to bespoke timetabling and teaching to ensure that these children have the best learning environment and most 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 throughout the year as needed and the Deputy headteacher has been working with these children. Most of these children have either been are on School based or LA based PSP and completed these, 1 child from KS1 has now begun a LA PSP and is working in CASA on a 1-1, Some of these children could not access learning at all and now complete core lessons in the Hub environment everyday, with 1-1 support and some afternoon learning- times with their class peers (lunch, playtime PE, ). Alongside this specific nurture provision, parents/guardians have been supported in this process with staff working alongside them every day in a variety of ways. 2 children who went back into class are learning successfully with their peers and have continued over the year to do this. Where extra support is needed for social and emotional, the pastoral offers included children working in small groups to work on interventions that supports their need some being unique and some group sessions. Satchel Pulse has been a tool that has been used to identify needs for years 5 and 6 and the Well Being manager has worked with these children on a specific programme but has adapted this to suit the needs of the children. Pupil voice has shown that this support has helped the children with their own self-esteem and controlling behaviours. Teachers in the classes say that the strategies they have now become equipped with have supported them within the classroom environment. Other interventions have been identified using a Team around the child approach. The pastoral team have supported the children in 1-1, group work support in class at playtimes etc. Pupil voice shows that children know who they can go know where to go and are supported well they enjoy the time to go and listen and speak with a few friends in a quiet place on a regular basis, take part in activities as this “regulates them to learn at their best in class”. 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 Pastoral staff. The Wellbeing team have supported many families in a variety of ways from in forms of meetings, drop ins, check ins, supporting families with routines, emotional support and referrals onto outside agencies. All staff have been part of Behaviour training and we have used the Beacon School platform, National college and ASD behaviour and emotional support training to support the school attachment aware behaviour policy. This is been developed further with the Therapeutic Schools Award which develops staff knowledge and equips them with skills to support the children with their emotional and mental health approaches. Staff voice tells us that the Therapeutic skills are supporting the children and pupil voice shows that the activities they are taking part in daily and half termly are enjoyed and they want to continue them especially the younger ones, the older children like the variety in approaches. 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. Next year this will move into Year 2 of the award continuing to work with the Therapeutic support worker. The Headteacher and deputy headteacher have weekly assemblies where thoughts and actions for the week are a focus back in class and across school. The focus on the SCORE values weekly there are links made weekly to scripture, the school’s SCORE Values and themes of our school Mission as reflected in the children’s thoughts, words and actions. Attendance (see data report and action plan) The DHT is the strategic lead on attendance with the Attendance Manager having operational responsibilities for attendance. Many systems this year associated with the school’s graduated response to attendance, have been reviewed by the Headteacher and school attendance support plans have been introduced, along with a flow chart of the school’s graduated response to be as informative as possible to parents. The Attendance officer has met with the EWO over the year are more recently weekly. Attendance and lateness meeting have been scheduled with identified families and these have been successful in many instances. There is more detail in the attendance report. School have weekly support from EWO and some children are working both with school and EWO on attendance plans for lateness and absence. School work with parents supported by external agencies to help Other intervention steps have taken place such getting ready for school, morning routines, support for parents with external agencies through school lead FAM meetings and support through TESSA triage. |
| 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 small group tutoring weekly sessions. Assessments and observations how the progress that children have made from their initial assessment. This is then seen in class sessions by teachers and in overall teacher and formal assessments. Employment of supply teacher for 2 days a week over a period of time has allowed the Maths lead to support groups of children to have extra support working on identified gaps this has enabled many children to make better progress and attainment.Maths has 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. The Maths lead has lead and supported CPD with Rapid reasoning and fluency training to support all children and children have been identified where support is needed and intervention has taken place. Rapid Reasoning is now in the timetable daily and this has shown to have a significant impact on the children’s reasoning skills within class and tests. Disadvantaged pupils in most year groups have made the same amount of progress if not better than their non-disadvantaged peers and many of these children are working at the age-related expectation. |
| 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 did not know their sounds and where not blending as they began Y1 and have made better than expected progress (accelerated progress) through the RWI assessment.Reading intervention impact reports show progress children have made through targeted reading 1-1 support and small group intervention with the designated Language specialist TA in school.This year the specialist Language TA has been targeting oracy in EYFS every morning due to the very low starting points. These interventions have been delivered daily from the TA using identified programmes and other Oracy support. All children in KS1 who carried through the LL programme from summer term in reception completed and passed the programme by autumn term.Neli- All children who have completed the Neli programme in reception this year observation shows that the program has had a big impact on the children’s language and words as in provision and across the school day the children are using the language, and vocabulary taught in the correct context. (See Neli 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. The children have made progress in articulation and their confidence has grown in relation to their communication. Over the course of the year across all key stages 12 children have been discharged from SALT in relation to the progress they have made.This year we have continued our investment 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 has been a focus in EYFS and will continue as they move from Nursery into reception. |