

## Intended outcomes - Review Jan 2022

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria | Review |
| Improved levels of independence, resilience, confidence and metacognition amongst our DA SEN pupils. | Observations and pupil voice activities indicate our DA pupils operate with motivation and purpose within all lessons.Success in progress of the SEND DA pupils are measures a SEND tracker. | **Jan 2022*** Planned learning walk to focus on LAP DA as part of the CEO quality assurance.
* B-squared tracker being investigated by RT as a tracker to invest in to measure the successes of the SEND.
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| Improved oral language skills and vocabulary amongst disadvantaged pupils.  | Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement with their peers and ongoing formative assessment. | **Jan 2022*** Developing Oracy skills, the spoken language and embedding a varied vocabulary is a key focus of the EYFS curriculum. This is then deepen through all curriculum areas.
* Pupils support by DW Speak Write (speech & language specialists) 5 DA pupils from the EYFS & Y1
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| Improved reading writing & maths attainment amongst disadvantaged pupils across KS 1 and 2. | R, W & M outcomes in 2024/25 show 80% or more of disadvantaged pupils met the expected standard.DA pupils working below expected attainment make accelerate rates of progress to close the DA attainment gap. | **Jan 2022*** DA have mostly made expected progress, with some 18 of the 70 DA pupils making accelerated progress. Whilst children have made accelerated progress this has not directly impacted on attainment, but has got some pupils getting closer to ARE.
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| Improved numbers of DA pupils meet at least school phonic milestones. | Percentages of DA pupils achieve in line with non DA peers for the phonic screening checks. | **Jan 2022*** Intensive phonic teaching during the Autumn
* Of the 15 DA pupils in Year 2 11 pupils 73% passed their phonic screening. 2 of these DA pupils were dis-applied due to significant learning needs (EHCP). 2018 national was 82% pass rate.
* Y1 data indicates that 3/12 of the DA pupils are on track in phonics (24%). Of these DA pupils 5 are SEN (42%)
* YR data indicates that 7/12 of the DA pupils are on track for their phonics (58%)
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| Increase the number of disadvantaged pupils working above ARE. | Percentages of DA pupils working above ARE fall in line with non DA peers in reading, writing and maths. | **Jan 2022*** Clear overview of DA performance shared with teachers & SLT.
* DA pupils being a focus the Pupil progress meetings.
* DA attainment remains a concern, with a significant gap in attainment when comparing the DA V NDA.
* Targeted additional intervention secured in KS1 to raise pupil attainment in R & W.
* The strongest cohort is Y4 with over 58% (7/12) of the DA pupils on track or above.
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| To achieve and sustain improved wellbeing support for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:* qualitative data from pupil voice, parent voice/feedback
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
 | **Jan 2022*** Triple A strategy completed to assess the varied needs of a selected DA group to case study.
* Sample Club attendance Inspire Dance of which 5/23 DA pupils attend 22%
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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:* the attendance gap between disadvantaged pupils and all non-disadvantaged pupils being closed.
* the percentage of all disadvantaged pupils who are persistently absent is in line with their peers.
* Improved annual attendance, from individuals.
 | **Jan 2022*** DA attendance is 94% below national at 95.8%
* DA PA attendance is 10.5% (6 pupils) this below national at 8.2%. Of these 6 pupils, 2 cause concern, the other absenteeism is explained.
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| To ensure all disadvantaged pupils have access to a full and wide ranging curriculum offer. | All DA pupils access wider curriculum learning opportunities such as clubs, forest school and visits. | **Jan 2022*** Homework engagement levels are generally good – as a sample Y1 Charming Cheetah’s DA pupils have so far completed and returned their project homework
* Access to the after school club is paid for 2 DA pupils
* Reading engagement levels are mixed – a sample from Y4 – indicates that 7/12 DA pupils read regularly.
* Y4 engagement with Standon Bowers – 11/12 pupils are attending. Costs have been supported for 2 families.
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| To provide parents of disadvantage children relevant support that they need. | All PP parents increase engagement with activities including:- parental engagement activities, workshops, parents evenings and engage with outside agency support, if offered and when relevant. | **Jan 2022*** Trailblazers currently supporting 4 DA pupils (2 also include parental support)
* The majority of parents have engaged with parents evening, particularly with the option of phone calls.
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