

## Intended outcomes - Review April 2023

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/Impact |
| 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 indicated on the Bsquared tracker. | **April 23**  Learning walks and pupil voice during learning walks and triads indicate:-   * Success with the Kingsfield Characteristics of learning seen in lessons is driving resilience levels etc * Metacognition Magician stations supporting with independence and accessibility to challenge. * Scaffolding through increased access to the expert, resources, catch up, national tutoring and pre-teaches are providing children with greater levels of confidence when operating independently   Data 2 indicates:-   * Good SEN progress including accelerated levels of progress. 3 SEND pupils in Reading &B maths made accelerated progress and 1 SEND pupil made accelerated writing progress. * SEND PP meetings recorded 34 out of 37 PLP targets being met |
| 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. | In Reception – all 3 pp pupils are now working at ARE.  The recent EYFS triad reported that:-  *“Language development was evident in all aspects of the EYFS. Staff promote and scaffold vocabulary, with high expectations from all children. For children who are learning English as a second language, staff clearly model words within the context of different activities. Children are then encouraged to use this language. Where children had gaps in their vocabulary, staff modelled new words with actions or visual clues. Misconceptions with language were addressed. Through the use of the language ladders, children’s vocabulary was extended at different levels. Focus language for the sessions was displayed in all rooms. This enabled consistency of challenge across all practitioners. The impact of this was clear when talking to children who were freely using those words at a range of activities.”* |
| Improved reading writing & maths attainment amongst disadvantaged pupils across KS 1 and 2. | R, W & M outcomes in 2024/25 show an improved % of disadvantaged pupils met the expected standard.  DA pupils working below expected attainment make accelerate rates of progress to close the DA attainment gap. | **Example of improved attainment include gains in writing:-**  See table below indicating improvements in all year groups. The greatest gains are in YR & Y2. Now in YR all 3 PP are working at ARE, thus 100% on track in attainment.    Accelerated progress in the DA is closing the attainment gap in all year groups, an example of this is in Y2:-   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | **Gr Size** | **Reading**  **ARE+** | | **Writing**  **ARE+** | | **Maths**  **ARE+** | | |  |  |  | **Aut** | **Sp** | **Aut** | **Sp** | **Aut** | **Sp** | | Y2 | NPP | 28 | 92.9% | 96.4% | 88.9% | 92.9% | 96.4% | 96.4% | | PP | 15 | 40.0% | 66.7% | 40.0% | 66.7% | 60.0% | 66.7% | |  | Gap | | 52.9% | 29.7% | 48.9% | 26.2% | 36.4 | 29.7% |   NPP is very high, but the gap is closing for PP.  8 of the PP have Targeted support plans to support in resources and scaffolding to access learning.  6 PP have PLP & 4 have EHCP (2 soon to be allocated) to provide targeted provision to ensure progress is secured.  3 of PP children are currently attending a Physical development programme to support their gross and fine motor skills which will in turn support handwriting. |
| 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. | **Y1 Phonics**  70% of PP children are predicted to pass the phonic screening. |
| 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. | DA are working below NDA across the school in all areas, yet since baseline gains in attainment are being made with a small impact on ARE.  See the table below:-   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year Group** | **No. of Pupils** | **Data Period** | **R** | **W** | **M** | | **YR** | 3 | Baseline | 33.3% | 66.7% | 66.7% | | Date 1 | 66.7% | 66.7% | 66.7% | | Data 2 | 100% | 100% | 100% | | **Y1** | 13 | Baseline | 61.5% | 61.5% | 61.5% | | Date 1 | 61.5% | 69.2% | 61.5% | | Data 2 | 69.2% | 76.9% | 69.2% | | **Y2** | 15 | Baseline | 40.0% | 40% | 53.3% | | Date 1 | 46.7% | 66.7% | 66.7% | | Data 2 | 66.7% | 66.7% | 66.7% | | **Y3** | 13 | Baseline | 69.2% | 46.2% | 61.5% | | Date 1 | 61.5% | 46.2% | 69.2% | | Data 2 | 53.9% | 53.8% | 69.2% | | **Y4** | 17 | Baseline | 37.5% | 31.3% | 43.8% | | Date 1 | 37.5% | 37.5% | 50.0% | | Data 2 | 43.9% | 37.5% | 50.0 | |
| 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 | Pupil observations indicate good levels of engagement, increasing independence and resilience.  Attendance to Trailblazer workshops around Sleep and Drawing & Talking have been attended by 4 PP children. ELSA intervention is also attended by 2 PP children and the Loom Band (mindfulness) club has targeted 2 PP children to attend. All of these additional provisions support pupil well-being.  In Y4 – of the 16 PP chn 11 attended Standon Bowers residential, the PP strategy supplemented the costs to ensure all PP wanting to attended did and financial barriers were not a limiting factor.  Enrichment for the Spring Term, showing PP engagement levels are in the table below. The % of PP attending clubs is lower than the PP children, although the ratio of PP to NPP is lower.     |  |  | | --- | --- | | **Club** | **Total** | | Spring 1 | | | Young Voices | 51 in total, 4 PP 8% | | Watercolour Painting | 18 in total, 2 PP 11% | | Lego Club | 32 in total, 5 PP 16% | | Reading Club | 10 in total, 5 PP 50% | | Football | 7 in total, 0 PP | | Spring 2 | | | Typing | 11 in total, 1 PP 9% | | Running | 20 in total, 2 PP 10% | | Disney Singalong | 29 in total, 1 PP 4% | | Loom Bands Nurture | 12 in total, 2 PP 17% | | Drama | 16 in total, 1 PP 6% | | Inspire | 17 in total, 2 PP 12% | |
| 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. | **DA Cumulative Attendance**  Gains in attainment are being made with PP attendance improving, but due to the Autumn dip in attendance this is taking time to impact on attendance overall as seen by the percentages below.:-   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **National 9.6%** | **Sept** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **April** | | **PP %** | 95.3% | 94.7% | 94.0% | 91.8% | 91.8% | 92.2% | 91.9% | 92.1% |   However, the monthly attendance is significantly better than the cumulative figures, for example PP attendance in the month of April alone was 95.1% |
| 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. | DA pupils are accessing trips, clubs and homework and they are also participating in leadership roles. |
| 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. | All year groups have offered parent engagement activities including assemblies, workshops, parents evening, etc  Attendance to Trailblazer workshops around Sleep and another around anxiety were attended by 4 parents of PP children.  Increase parent engagement is building positive relations and parents are keen to support children’s education as evidenced in homework returns, attendance of PLP meetings etc |