

## Intended outcomes - Review April 2024

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. | TADAC meetings have identified individuals that require support in these areas. Individual targets have been set using the defining grades from the Triple A Strategy. These are reviewed termly to measure impact.  Mastery approach rolled out across the curriculum as a result the low ARE scaffolded and able to accessing ARE - this has had a positive impact on attainment data. The Graduated Response is used to identify the correct level of support. TSPs are used to support children with their specific reasonable adjustments and are reviewed regularly.  Positive behaviour policy CPD completed – updated policy based on restorative practise rolled out to all staff including dinner supervisors. Followed up with monitoring and Behaviour policy reflection CPD as a result use of the policy is used typically throughout the school and reinforced consistently. Restorative conversation script amended for lunch times and the early years as a result consistent approach is whole school.  The Sprint tracker is now being used to monitor the small step progress of the SEND children in school. The tracker is used to identify next steps when writing PLP targets. |
| 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. | Continued funding for speech therapist – supporting pupils in improving oracy skills as a result ARE for DA in speaking in Rec has increased from 55.6% to 66.7%.  Language development remains a key focus in the EYFS. Since January, in reception they have been using ‘drawing club’ as part of their curriculum to develop writing, language and imagination. The language and vocabulary is developed through a specific set of high level words being taught and then revisited each day that week, using actions and put into context. They are chosen by the staff and related to the story. |
| 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:-**  The Graduated Response has been used to identify children that require additional guided writing sessions. Writing data in Reception for DA children has increased from 22.2% to 33.3%.  Y1 – of the 7 PP pupils, at baseline 2 were working at ARE, this has increased to 6  Y2 – of the 11 PP pupils, at baseline 6 were working at ARE, this has increased to 7  Y3 - of the 14 PP pupils, at baseline 6 were working at ARE, this has increased to 9  Y4 – of the 12 PP pupils, at baseline 8 were working at ARE, this has increased to 9 |
| 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. | Out of the 7 PP children, all predicted to pass. |
| 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. | The PP vs NPP Gap Analysis document shows that in Y1 PP children are outperforming NPP children in all areas. The gap has closed in all areas in Y3. In Y2 the gap has increased slightly in writing and in Y4 the gap has increased in reading and writing-the English leader has incorporated this into her future monitoring schedule. |
| 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. Participation levels included:-  Trips, Hook Days, visits etc in which all PP children attended our recent visit to The New Vic Theatre. All trips to date this year have been fully attended by PP children. |
| 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. | PA is currently at 19.6% for our PP children. Although this is higher than the last review, PA attendance has been improving month by month since the last review (went up to 23.5%).  We continue to use the Graduated Response to monitor attendance daily, weekly and monthly. Fortnightly clinics with the EWO take place to analyse attendance further. |
| 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. | PP children are given priority in advance when booking places on clubs. They have free, priority access to the holiday club, which runs on our site. Trips continue to be funded where required, to ensure 100% PP attendance. |
| 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. | A selection and parent activities have taken place including workshops, assemblies, parents evening and engagement days including forest schools have taken place. Participation levels are:-  EYFS-85%  KS1-83%  KS2 – 91%. |