

Achievement: attainment and progress and quality of learning for individuals, different groups, SEN and EYFS

Pupil Premium and Special Educational Needs and Disabilities

Current picture:

Overall, the attainment gap between **Pupil Premium** and pupils who are not Pupil Premium is **closing** based on whole school data over the last 6 years. There are currently some children in various year groups who are being closely monitored in order to ensure that expected attainment and progress is made, **in particular Year 2,4,5 and 6 in all subjects to close the attainment gap (with the exception of Y4 Writing) and Year 4 and 5 in all subjects to close the progress gap (especially Y4 Maths)**. The 2017 SATs data has shown that the difference between PP pupils and their peers in Y6, where 62% of pupils were entitled to PP, is apparent in all subjects apart from Reading (where PP pupils exceed their peers). The progress of PP pupils remains good and gaps are closing across the school. **Pupil Premium Pupils in KS1 have not attained as well as their peers, with the greatest difference in Writing and Maths, producing a gap of more than 10% from National data. For Reading the difference is a lot less for Pupil Premium pupils, their peers and National data.**

Children with **SEN** make good progress by the end of KS2, where the attainment difference between them and their peers is also closing. The attainment difference for children with SEN compared to their peers in EYFS is significant, although progress is better. SEN progress in Year 2-4 needs to increase. Regular monitoring helps to ensure that provision is meeting the needs of individuals and additional support is being put into Year 1-6 SEN to ensure the progress gap is reduced.

Success criteria:

The quality of learning will be good or outstanding in order to close the achievement gap between **Pupil Premium** pupils and their peers and children with **SEN** and their peers. This will be identified by rigours monitoring of interventions, pupil conferencing, learning walks and performance management.

Action:	Led and supported by:	Intended Impact:	Monitoring the impact?	Start/finish date	CPD?	Autumn IMPACT	Spring IMPACT	Summer IMPACT
SEN								
<i>Key Strand: Raise standards of pupils with Statements/EHC Plans or accessing SEN Support</i>								
a) Narrowing the Gap Analyse SEND data half-termly ensuring that it informs provision	SENCO	Data quickly identifies any gaps in progress. A more detailed analysis of learning will inform provision.	Analysis of data.	Half-termly	Updates on the assessment system.	CP 1 and CP 2 data analysed and printed in a report.		
b) Screen pupils for Dyslexia / Dyscalculia who are placed 'On Alert' for failing to reach age expected levels or for not achieving their targets in Literacy or Numeracy. Specialised small group dyslexia intervention to support.	SENCO Dyslexia Champion	By identifying a specific learning need, strategies can be put in place to remove these barriers to learning.	Increased progress levels at scheduled check points. The "On Alert" list plays a very important role in monitoring the progress of children on a daily basis. 12 monthly re-screens to ensure progression.	Ongoing	Screening for dyscalculia training.	Completely up and running for dyslexia screening. Dyscalculia screening still needs to be implicated.		
c) Class teachers to understand in greater depth how to overcome learning barriers in Maths and Literacy	Cognition and Learning Support Team SENCO	By understanding the basic foundations of cognition, teachers will be able to support children to a greater extent on their learning pathway.	SENCO/Phase Leaders to check in with the impact on learning each term, further supporting if necessary. Progress towards the IDFS mark.	September - July	INSET (whole staff) on Independent Learning (Mastery of Literacy)	Whole school INSET in September.		

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Key Strand: Implement the Code of Practice0 -25 yrs,(March 2015) Implementing the Graduated Approach:								
a) Update/maintain Class On Alert lists	Class Teachers Phase Leaders SENCO	Class teachers regularly note concerns to recognise patterns and gather evidence for the graduated response.	Phase leaders and SENCO review lists and notes on Scholar Pack as a part of progress meetings.	Ongoing	INSET by SENCO	Class teachers responsible for own lists.		
b) Update School Record of Need (SEN Support/EHCP/ Statements)	SENCO	By identifying children with learning needs, their provision can be more effective.	LA monitor children with EHCPs and Statements as a part of the annual review process. SENCO monitors with class teachers at progress meetings.	Termly	Regularly reading national/ county updates	SENCO updates regularly as a part of the graduated response.		
c) Maintain Assess/Plan/ Do/Review Cycle	SENCO Class Teachers	The graduated response ensures that children with SEN have their needs met consistently.	Parent and teacher reviews with SENCO.	Termly		Lead by SENCO and fed back to key staff.		
d) Maintain Individual Provision Maps and IEPs for all pupils on RON.	Class Teachers SENCO	Ongoing provision maps ensure that a more holistic view of the child can be gained by each new class teacher.	SENCO ensures this is updated on Scholar Pack on a termly basis.	Ongoing		Class teachers update termly.		
e) Write/Update a SEND Policy	SENCO	The policy reflects current practice, thereby ensuring that everyone knows the vision and how we are going to get there.	Staff questionnaires.	July 18		Update in July.		
f) Publish School Offer and update regularly	SENCO	The local offer reflects current practice, thereby ensuring that everyone knows the vision and how we are going to get there.	Staff questionnaires.	Ongoing		Currently up to date.		
g) Write and publish SEN Information Report	SENCO	The SEN Information Report shows clearly how SEN was run in the previous year. This then helps to inform future practice.	Evidence gathering for SDP.	September 18		Needs completing at the end of the year.		
h) Hold General SEND Meeting for parents	SENCO	By informing parents of changes and updates in our policy local offer, they are able to work with us to achieve the best outcomes for their children.	Annual questionnaires.	July 18		A parent dyslexia meeting was held with good feedback.		

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i) Update SEND information leaflet and initiate parent group	SENCO	By giving parents a leaflet/ meeting group to explain how SEN provision works in our school, we are empowering them to better understand the needs of their children.	Annual questionnaires.	July 18		Completed for the parent meeting.		
j) Audit Staff Skills and plan cpd to address gaps	SENCO	Gaps in learning facilitators' understanding can be addressed in order to provide the best learning opportunities for the children.	Staff skill audits.	September 17	Various requirements	Not started this yet.		
k) Attend SEN updates and TPAT network meetings	SENCO	A clearer understanding of the services available will ensure that the pupils are receiving the support for their needs to a higher degree.	Regular reviews during SLT meetings	Ongoing	Training courses/ Network meetings	LA and TPAT meetings attended by SENCO.		
l) Carry out environmental audits in all phases	SENCO Phase Leaders	To ensure that all classrooms are as inclusive as possible, giving children access to the provisions and resources that they need to meet their needs.	Progress made as a part of the assess, plan, do, review cycle.	September 17	In house working with professionals	Completed for the IDFS mark.		
Pupil Premium								
1) Write Pupil Premium Strategy (Review and Plan) and publish on the website.	PP Co-ordinator Deputy Head	All stakeholders and outside agencies can view how effective our PP spend was.	General feedback.	September 17		Completed and published.		
2) Update website information.	PP Co-ordinator	All stakeholders and outside agencies can view how the school approaches the PP.	General feedback.	September 17		Updated.		
3) Analyse data to compare PP children with their peers.	PP Co-ordinator Phase Leaders	Data allows us to see where further support is need to close the gap. Particular groups of children are targeted for additional support.	Half-termly reviews	Half-termly		CP 1 and CP 2 data analysis and review completed.		
4) Monitor the progress of all PP pupils.	PP Co-ordinator Phase Leaders	Any gaps can then be quickly addressed.	Half-termly reviews	Half-termly		Part of the CP Review.		
5) Meet with Phase Leaders about progress and provision for PP pupils.	PP Co-ordinator Phase Leaders	A story around any children causing concern can be created to help meet needs.	Termly reviews	Termly		SLT mettings.		
6) Track selected PP pupils via data, observations, and pupil conferencing in order to create case studies.	PP Co-ordinator	To create a very clear view of the development of selected PP children in chosen cohorts.	Termly	Ongoing		MA PP being tracked in detail, but case studies still being set up.		

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7) Attend updates to ensure policy is inline and moving forward.	PP Co-ordinator	The school will be fully compliant to government policy and best practice.	Reviewing policy.	Termly	PP conference and updates	PP co-ordinator attended governor conference with latest PP updates.		
8) Set up new class PP lists (Vulnerable Children Lists and ACE lists)	PP Co-ordinator	All teachers will be fully aware of the eligible PP pupils.	Half-termly meetings with Phase Leaders.	Half-termly		Regularly updated.		
9) Update PP lists.	Class Teachers	All teachers will be fully aware of the eligible PP pupils.	Half-termly meetings with Phase Leaders.	Half-termly		Regularly updated.		
10) Monitor the impact of all intervention programmes.	Deputy Head PP Co-ordinator and Key Staff	All interventions should accelerate the pupil's current progress rates, thereby closing the gap between them and their peers.	Half-termly reviews.	Half-termly		Key staff regularly monitor and relate to data.		
11) Monitor the class provision of PP children, including whole school approaches.	PP Co-ordinator Deputy Head SLT	By ensuring that all PP children are receiving at least good provision, then good progress is more likely to be made.	Performance management.	Ongoing through timetabled slots		Regular learning walks, book scrutinies, pupil conferences.		
12) Organise the THRIVE provision	PP Co-ordinator	THRIVE will help to ensure that children's emotional needs are met, thereby improving progress rates.	Weekly supervision on an 8 week cycle.	Ongoing	THRIVE training for whole staff	All practitioners converted to TISUK. Supervision built into new model.		
13) Ensure that PP is being spent effectively according to recent research	PP Co-ordinator	By using the Sutton Tool Kit, we can measure how effective the provision is for the cost implication, thereby insuring that we are getting value for money in meeting the needs of this group of children.	Half-termly reports/meetings.	Ongoing		Regularly consulted.		
14) Liaise with all relevant services for Looked after children	PP Co-ordinator Designated LA officer	By looking at the "whole child", an accurate picture of their needs can be gained and therefore allowing for provisions to best meet needs in the PEP.	Termly	Whilst in care		DT attended E-PEP training		
15) Thrive practitioners to attend relevant update training	PP Co-ordinator Thrive staff	This will ensure that maximum impact will be achieved at school in this area.	Weekly Thrive team meetings	Weekly	Training courses x6 licence renewals	Weekly meetings held.		
16) Further develop Safeguarding admin role	PP Co-ordinator Headteacher	To ensure that children are kept safe in education. All notes and paperwork kept online. Actions carried out effectively by joining up services and informing relevant staff.	Weekly updates	Ongoing	Further safeguarding training	Role established and an integral part to ensuring that children are kept as safe as possible.		