

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

Pupil Premium and Special Educational Needs and Disabilities 2019/20

Current picture:

The attainment gap between **Pupil Premium** and pupils who are not Pupil Premium is **closing** in some year groups based on whole school data over the last 3 years (see 2019 SDP). The main difference is in Writing which means that the combined percentage is pulled down for Pupil Premium pupils. In house data reveals that Pupil Premium pupils in all year groups are between 1-23% lower than their peers in all subjects, with the biggest difference being in Year 1 where pupils are between 18-31% lower in all subjects.

Children with **SEN** make good progress by the end of KS2, although the attainment difference between them and their peers is still significant. In house data shows that pupils with SEN are significantly behind their peers in all year groups, with Year 3 having the highest attaining pupils with SEN.

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 rigorous 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.	1.5 progress gap in reading Maths progress gap of 2		
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.			
c) Class teachers to understand in greater depth how to overcome learning barriers in Maths and Literacy	Maths and Literacy Mastery Approach 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.	September - July	Ongoing Maths / Literacy input			

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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			
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			
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				
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				
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 20				
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				
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 20				
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 20				

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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 20				
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.	December 19	Various requirements			
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			
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 19	In house working with professionals			
m) Maintain the STEP programme for selected children	SENCO Key TAs	To improve attainment for SEN children by accreting progress through a recommended co-ordination programme.	Online programme.	September onwards	STEP training			
n) Provide Solution Circle groups for TAs working with children with SEN	JA	By providing supervision for staff working with children who have high needs, the children needs are met more effectively and staff wellbeing is supported.	SENCO to assess as a part of graduated approach.	termly	EP support			
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.	July 20				
2) Update website information.	PP Co-ordinator	All stakeholders and outside agencies can view how the school approaches the PP.	General feedback.	September 19				
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				
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				
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				

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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				
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			
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				
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				
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				
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				
12) Organise the TISUK provision	PP Co-ordinator	TISUK will help to ensure that children's emotional needs are met, thereby improving progress rates.	Termly supervision with EP. Weekly inclusion meeting.	Ongoing	THRIVE training for whole staff			
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				
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				
15) TISUK practitioners to attend relevant update training	PP Co-ordinator TISUK staff	This will ensure that maximum impact will be achieved at school in this area.	Weekly inclusion team meetings	Weekly	Training courses x6 licence renewals			

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16) Enhance 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			
17) Develop use of Motional throughout school.	SENCo ED CC MC	The TISKUK programme will be used more effectively and impact more measurable.	6 week/12 week reviews and analysis	Ongoing	Motional Super User training			
18) Enhance Accelerated Reader across the school.	ST SC	If children's reading is monitored more closely and suitable books are being selected and understanding checked then attainment will increase.	Library system Class teachers	September - July	Accelerated Reader training			
19) Achieve Healthy Schools status	JA AC	Staff and children will be more aware of how to live healthily and where to go to for support.	Award process	September - July	HS training			
20) Develop SEN/ Safeguarding room	JA SH	A confidential room that is comfortable and feels good to be in will provide a good space to hold meetings.	User feedback	From September				
21) Introduce and sustain Restorative Justice approach across the school	CS SLT CC ED LB SCo	Pupils who are able to work through social situations will be emotionally regulated and friendship disputes will be less.	Journal of events Pupil feedback SLT	From September	Whole school training			
22) Develop playtimes with wellbeing activities including a nurture group	JA ED CC SCo CS	Children with additional emotional need will feel supported at vulnerable times.	Pupil and Teacher feedback	From October				
23) Develop TA peer to peer solution circles	CC ED	TAs will have the opportunity to get support from peers to become more effective in meeting the children's needs.	TA feedback	fortnightly				
24) Develop pupil solution circles for children with dyslexia	CC	Children are given a voice to talk about their learning and how barriers can be overcome by a shared approach.	Pupil feedback	Half-termly				
25) Introduce parent workshops for TISKUK and dyslexia	JA CC ED	Sharing aspects of children's learning and understanding helps parents to support their children.	Parent feedback	Half-termly				

