

## Intended outcomes - Review Jan 2025

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.  The Sprint tracker is now in use an alternative to Bsquared. |
| 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. | Language development remains a key focus in the EYFS, they continue to embed the strategies put into place last academic year as well as introducing some additional ones. This academic year the use of a knowledge organiser wall is continuing to be used. This is to further develop the language and vocabulary in early years, not just exposing them to the language but regularly revisiting and recalling it. |
| 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. | Y1 – from baseline in reading the % of children working at ARE has increased from 71.4% to 76.9%, writing 67.9% to 76.9%, maths 75% to 84.6%  Y4 – from baseline in reading the % of children working at ARE has increased from 53.8% to 71.4% |
| 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 13 PP children, 12 are predicted to pass their phonics screener. |
| 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. | In Y1 and Y2 the PP children are out performing non-PP in all areas except Y2 writing (6.5%).  In Y3 the non-PP are slightly out performing the PP in reading and maths, but this is wider for writing-17.5%. |
| 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. | **Pupil Premium Persistently absent %’s have decreased from last year:**   |  |  |  |  | | --- | --- | --- | --- | | **National 15.2%** | **Sept** | **Oct** | **Dec** | | **PP %**  **23/24** | 24.4% | 17.1% | 15.7% | | **PP % 24/25** | 13.5% | 8.9% | 13% | |
| 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. The number of PP children attending clubs has increased this term.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Club Title | ASM Multisports | EYFS Supermovers | Inspire Dance | KS1 Story Club | KS2 Times Tables Club | KS2 Typing Club | KS2 Wheelchair Basketball | Young Voices | | PP | 1 | 5 | 4 | 1 | 5 | 4 | 3 | 8 | | Non-PP | 13 | 9 | 16 | 5 | 8 | 6 | 7 | 35 | |
| 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-67%  KS1-79%  KS2 – 87%. |