

Self-Evaluation

The table below can be used to summarise the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils

Focus	Barriers to learning	Desired Outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Improving emotional regulation and stability in readiness for academic learning	<ul style="list-style-type: none"> ○ Emotional instability due to a wide variety of reasons ○ Erratic attendance patterns ○ Disengagement with school life ○ Disengagement with curriculum opportunities ○ Inability to concentrate ○ Erratic behaviour patterns ○ Lack of positive role models in their lives ○ Lack of trust/relationship with adults ○ Lack of parental engagement/support 	<ul style="list-style-type: none"> ○ Improved emotional regulation ○ Improved attendance patterns ○ Re engaged with school ○ Engagement with both tailored/personalised and curriculum opportunities ○ Improved concentration ○ Reduced distraction in lessons ○ Improved behaviour ○ Reduction in frequency of behaviour logs/restraints ○ Positive 	<ul style="list-style-type: none"> ○ Evidenced in the improvement in the children's happiness, body language, personal appearance, dispositions and attitudes, increased confidence, self-esteem, self-worth, pride, increased trust – see SDQ's and Boxall scores ○ Improved attendance patterns – Attendance reports and SPARKS data ○ Due to the improvement in the children's happiness, body 	<ul style="list-style-type: none"> ○ SPARKS ○ SPRINKLES ○ KS1 Nurture provision ○ Family Worker appointment – early intervention ○ FEET – Early intervention working with families and siblings of children in school ○ Safeguarding Lead Practitioner appointment due to high level of PP/CP cases ○ Pertinent CPD for Inclusion staff ○ Attendance 	<ul style="list-style-type: none"> ○ SPARKS data ○ Attendance reports ○ Behaviour log analysis ○ External reports and validations ○ External professional reports and dialogue during meetings ○ Increase in attainment – greater extent than National ○ Outcomes from triangulation of SLT monitoring and evaluation

		<p>relationships embedded with key adults</p> <ul style="list-style-type: none"> ○ Increased trust ○ Improved parent partnership 	<p>language, personal appearance, dispositions and attitudes, increased confidence, self-esteem, self-worth, pride; an increased engagement with school life and the opportunities on offer – see SDQ's and Boxall scores</p> <ul style="list-style-type: none"> ○ Increased motivation and enjoyment – HMI report/Ofsted report, SIAMS ○ Breakfast Club and free fruit mid-morning ensures children are not hungry; increased concentration – HMI report, Ofsted/Siams ○ Reduction in low level distraction - Ofsted report, 	<p>officer appointment</p> <ul style="list-style-type: none"> ○ Socially Speaking/Time to Talk/Positive People Groups ○ Family Cooking ○ Small group cooking ○ Funded Breakfast Club places ○ Self Esteem Groups – using Art, construction as a medium ○ Family learning – CAMHS, Online safety initiated and led by AC ○ AfA ○ Starategies ○ 	<ul style="list-style-type: none"> ○ Attendance by parents at SPARKS open morning, evening, ○ Improved attendance at parents consultation sessions, curriculum events
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			<p>SIAMS</p> <ul style="list-style-type: none">○ Reduced behaviour incidents/logs/restraints – see analysis of behaviour logs○ Raised staff understanding and awareness through targeted CPD – See CPD log○ Staff all follow behaviour policy and procedures taking account of individualised timetables, BMP's to ensure consistency in approach hence ALL staff having a good understanding of the most effective approaches to use. Children have trust in the consistency, therefore improved		
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			<p>relationships.</p> <ul style="list-style-type: none"> ○ CPOMS - evidence of the increased parental engagement of our more vulnerable families – refer to CPOMS ○ Increase in staff trained to lead CAF's = improved family engagement ○ Early intervention – Family Worker. Transition link between LFS and UFS ○ FEET group – working with younger siblings of families in school – age 2 onwards. Families building positive relationships with key staff and school earlier than previously. 		
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<p>Increase children's experiences of wider curriculum opportunities</p>	<ul style="list-style-type: none"> ○ Low aspiration ○ Low expectation ○ Limited understanding of the impact that wider curricular activities can have on improved health and well being ○ Lack of family finances to support extra-curricular activity ○ Lack of finances to support family activities – particularly large families ○ Lack of knowledge re appropriate activities to undertake ○ Lack of resources to support wider experiences ○ Under valuing the wider curriculum – not being seen as equal to that of the academic - RWM 	<ul style="list-style-type: none"> ○ High aspiration of what can be achieved in the widest sense ○ High expectation that all children should have the same entitlement to a broad and balanced, creative curriculum regardless of limiting factors ○ Ensure all children are given equal access to and opportunities to undertake a wide range of curricular and extra-curricular activities FOC ○ Ensure all children are given equal 	<ul style="list-style-type: none"> ○ Evidenced in the improvement in the children's happiness, dispositions and attitudes, increased confidence, self-esteem, self-worth, pride, increased trust – see SDQ's and Boxall scores, enjoyment, engagement and motivation during curricular and extra-curricular learning ○ Successful curriculum mapping will ensure equity of entitlement for all ○ Improved attendance patterns – Attendance reports and SPARKS data 	<ul style="list-style-type: none"> ○ PE/Sports provision led by qualified teacher and staff ○ Fund Residential Visits per year group ○ Fund half termly local visits linked to curriculum topics ○ Provide opportunity to attend lunchtime club opportunities – Arts, Music, Swimming, cooking ○ Provide opportunity to attend after school clubs – PE/Sport ○ Provide opportunity to attend after school clubs – chess, science, 	<ul style="list-style-type: none"> ○ The cycle of monitoring, evaluation and review linked to curriculum development, entitlement and equity ensures that ALL children receive an enhanced curriculum of high aspiration and opportunity with no need for financial expenditure from parents/carers ○ Daily observations demonstrate an improvement in the children's happiness,
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		<p>opportunity to shine and succeed in curriculum areas previously not attempted; sports, music arts</p> <ul style="list-style-type: none"> ○ To instil a sense of pride, self-worth and achievement ○ To use specialist staff to teach Music, Art, PE in order to support the focus on high aspiration; high quality skills, techniques ○ To provide further opportunities to perform successfully both individually and as part of 	<ul style="list-style-type: none"> ○ Due to the improvement in the children's happiness, body language, personal appearance, dispositions and attitudes, increased confidence, self-esteem, self-worth, pride; an increased engagement with school life and the opportunities on offer – see SDQ's and Boxall scores ○ Increased motivation and enjoyment – Ofsted, SIAMs report ○ A deeper understanding that all children can achieve at something if they are given wide enough scope to have a go at a 	<p>maths etc -</p> <ul style="list-style-type: none"> ○ Provide opportunity to attend after school clubs - sport ○ Provide opportunity to attend after school clubs – Arts ○ Provide opportunity to attend after school clubs – Swimming/Aqua games ○ Provide opportunity to attend after school clubs – Science ○ Fund Music Specialist x 3 days per week – instrumental tuition – brass, samba, keyboard tuition as part of the Arts curriculum entitlement. 	<p>dispositions and attitudes, increased confidence, self-esteem, self-worth, pride,</p> <ul style="list-style-type: none"> ○ Attendance reports – opportunities on offer are engaging and motivating, therefore improved attendance. ○ Increase in number of children engaging in extra-curricular/sports activities ○ Increase in number of children engaging in inter/intra school tournaments ○ Increase in
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		<p>a team/group</p> <ul style="list-style-type: none"> ○ To provide opportunities for children to showcase their achievements and successes– in house, pyramid, locally, cross pyramid ○ Improved attendance patterns due to engagement and motivation ○ Re engaged with school ○ Engagement with both tailored/personalised and curriculum opportunities ○ Improved concentration ○ Reduced distraction in lessons ○ Improved 	<p>range of activities.</p>	<ul style="list-style-type: none"> ○ Fund per Music lessons – Brass, Strings. Woodwind ○ Additional playleaders funded to ensure organised collaborative play opportunities during playtimes and lunchtimes ○ Provide opportunities for children to attend Sports Camps - every school holiday 	<p>participation at local and regional events – sporting and Music</p> <p>Externally accredited evidence ;</p> <ul style="list-style-type: none"> ○ AfPE Quality Mark with Distinction ○ DfE recognition of Sporting achievement ○ PSQM ○ Fairtrade School Status ○ ICT Mark – 360 ○ Forest School accreditation
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		<ul style="list-style-type: none"> behaviour ○ Improved parent partnership 			
Accelerate childrens progress in Maths	<ul style="list-style-type: none"> ○ Problem solving and reasoning ○ Application of their mathematical knowledge and skills across the curriculum ○ Challenge to use and apply mathematical thinking across the curriculum <p>Support and training for staff in improving the strands of:</p> <ul style="list-style-type: none"> ○ Understanding the true meaning of using and applying ○ Weekly whole school using and applying challenges to scaffold types of questions, responses and expectations from children ○ Implementation of 'explain how you know' type questions into every maths lesson. 	<ul style="list-style-type: none"> ○ All pupil groups are challenged appropriately through more effective planning and delivery which is matched to their needs. ○ Teacher assessment is accurate. ○ Feedback and Marking identifies clearly the next steps for learning. ○ Children are clear about how well they are doing and what they must do next to improve. They have the opportunity to respond to the 	<ul style="list-style-type: none"> ○ All staff will have developed their understanding of assessment without levels; ○ All staff will be aware of individual and small group achievement; ○ All staff will be aware of how to evaluate progress through the analysis of the proportions of pupils who are below, at or above age-related levels as they move through the school year and across KS1 & KS2 ○ In-year progress will show that there is greater parity in achievement 	<ul style="list-style-type: none"> ○ Ensured that half termly PP meetings focus on the progress of all children with a specific focus on distinct groups. Children identified as requiring additional support receive targeted support and intervention. – QA'd by SIA ○ Undertake staff survey of need in order to plan a programme of pertinent CPD ○ Ensure appraisal highlights strengths and 	<ul style="list-style-type: none"> ○ 16/17 – rapid increase in attainment to surpass National figures - maintain ○ Through a rigorous cycle of monitoring, evaluation and review led by SLT, externally by LA SIA and further external validation by HMI, Ofsted, SIA we can evidence the following impact; ○ Monitoring is used well to check that systems are having a

		<p>teacher's feedback</p> <ul style="list-style-type: none"> ○ Progress tests focussed on U and A demonstrates that children have a good understanding of what they can do in maths and how this knowledge and understanding can be incorporated into problem solving. ○ Staff are clear in what the next steps for learning are and have the skills and expertise to move children forward ○ Children experience high quality 'talk for 	<p>across the school from their starting points in September, to match that of the best;</p> <ul style="list-style-type: none"> ○ Pupils in receipt of pupil premium funding will make progress at a similar rate to that of the cohort as a whole and to pupils not in receipt of pupil premium; ○ Pupils who are recently arrived in the country and those for whom English is an additional language will make at least expected progress from their starting points in September; for those who are developing their language acquisition, 	<p>areas for development linked to CPD</p> <ul style="list-style-type: none"> ○ Provide programme of CPD for all staff – see CPD logs ○ Train additional staff to lead the introduction of the use of Numicon/ECC within the class ○ Continue to provide Numicon/ECC as an intervention – 1-1 ○ Purchase of additional Numicon resources – class based ○ 2 x HLTA additional support x 3 pm – booster classes 	<p>positive impact on learning – OFSTED, SIA</p> <ul style="list-style-type: none"> ○ The rates of progress being made by pupils in Maths are improving significantly– above National figures at KS1 and KS2 ○ Recent data collected by the school show that we are diminishing the difference in year and between distinct groups – see 2017 attainment report and FFT data below ○ Book Scrutiny
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		<p>maths' activities which supports their reasoning and helps them to communicate their thoughts</p> <ul style="list-style-type: none"> ○ Staff confidence, subject knowledge and expertise are improved and are appropriate to meet the needs of the pupils. ○ moving the learning forward as a result of specific CPD which meets their needs 	<p>progress will be judged on an individual basis and small steps of progress will be evident.</p> <ul style="list-style-type: none"> ○ Pupils on the SEN register, without a statement, will make at least expected progress from their starting points in September; ○ Intervention programmes will be successful in closing the identifies gaps (see interventions timetable and targets) 	<ul style="list-style-type: none"> ○ Full time support per class ○ Additional teacher x 1 day per week in Y5 and Y6 ○ Appointment of Phase Leaders as MAP's and PP champions and leader of EAL – impact on diminishing the difference 	<p>– SLT, Standards Committee, SIA ; progress is increasingly evident in books and the pupils' willingness to engage in lessons.</p> <ul style="list-style-type: none"> ○ Children are working at levels commensurate with those of their age group at this point in the year – see books, data ○ Children have increased confidence and skill in applying their knowledge to problems ○ Children are clear about how well they are
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					<p>doing and what they must do next to improve</p> <ul style="list-style-type: none">○ All staff are fully compliant with the expectations outlined in the Maths action plans relevant to the teaching of mathematics using and applying○ Learning observations show that;○ Teachers are modelling appropriate mathematical language○ Teachers are providing opportunities for children to articulate their
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					<p>mathematical thinking</p> <ul style="list-style-type: none">○ Using and applying is a feature of every maths lessons○ Planning for all staff demonstrates an increased understanding and knowledge of the requirements of the new curriculum where relevant○ Staff can demonstrate that their increased competence has had a positive impact on children's mathematical understanding
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					<ul style="list-style-type: none">○ Teacher assessment is accurate and identifies clearly the next steps for learning○ All staff are demonstrating an increased understanding of the requirements of the new maths curriculum○ Planning scrutiny highlights the role of support staff appropriately ensuring challenge for all pupil groups○ Support staff can embed the strategies introduced during their programme
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					of CPD in order to further accelerate progress
Accelerate childrens' progress in English	<p>Reading and Writing development ;</p> <ul style="list-style-type: none"> ○ Achievement in reading and writing is below that of Maths; ○ Reading; Internal MER identifies the impact of Read and Respond in encouraging depth of response yet comprehension (retrieval techniques) need to be a focus. ○ Spelling; internal MER identifies that spelling is an issue. Eg 50% of our children met the standard of the KS2 GPS paper on paper 1 alone yet only 25% 	<ul style="list-style-type: none"> ○ All pupil groups are challenged appropriately through more effective planning and delivery which is matched to their needs. ○ An increase in spelling accuracy across the school ○ An increase in children attaining ARE and Greater depth/Higher standard in statutory 	<ul style="list-style-type: none"> ● All staff will be aware of individual and small group achievement; ● All staff will be aware of how to evaluate progress through the analysis of the proportions of pupils who are below, at or above age-related levels as they move through the school year and across KS1 & KS2 ● In-year progress will show that there is greater parity in achievement across the school from their starting points in September, to match 	<ul style="list-style-type: none"> ○ Introduce Cracking Comprehension – launch September 2017 ○ Introduce RWI Spellings ○ Introduce MYBB ○ A Remap of the English curriculum allocation of timing to ensure all year groups can work consistently as the programmes 	<ul style="list-style-type: none"> ○ 16/17 - Increase in both reading and writing attainment at a rate greater than National – see FFT data below ○ Through a rigorous cycle of monitoring, evaluation and review led by SLT, externally by LA SIA and further external validation by HMI, we can

	<p>met the higher standard. This also impacts on writing with our writing outcomes being below National % at KS2, although in year progress is apparent.</p>	<p>tests.</p> <ul style="list-style-type: none"> ○ Teacher assessment is accurate ○ Feedback and marking identifies clearly the next steps for learning ○ Children are clear about how well they are doing and what they must do next to improve. They have the opportunity to respond to the teacher's feedback ○ Teachers return to children's responses to monitor and address misconceptions. ○ Staff are clear in what the next steps for 	<p>that of the best;</p> <ul style="list-style-type: none"> ● Pupils in receipt of pupil premium funding will make progress at a similar rate to that of the cohort as a whole and to pupils not in receipt of pupil premium; ● Pupils who are recently arrived in the country and those for whom English is an additional language will make at least expected progress from their starting points in September; for those who are developing their language acquisition, progress will be judged on an individual basis and small steps of progress will be evident. ● Pupils on the SEN register, without a statement, will make at least expected 	<p>required has taken place.</p> <ul style="list-style-type: none"> ○ Ensured that half termly PP meetings focus on the progress of all children with a specific focus on distinct groups. Children identified as requiring additional support receive targeted support and intervention. – QA'd by SIA ○ Undertake staff survey of need in order to plan a programme of pertinent CPD ○ Ensure appraisal highlights strengths and areas for development 	<p>evidence the following impact;</p> <ul style="list-style-type: none"> ○ Monitoring is used well to check that systems are having a positive impact on learning – Ofsted, SIA ○ We recognise that the rates of progress being made by pupils in Reading and Writing are improving, however not to the extent of Maths. ○ Recent data collected by the school show that the gap (PP/NonPP) is closing significantly; MAP's/HAP's disadvantage
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		<p>learning are and have the skills and expertise to move children forward</p> <ul style="list-style-type: none"> ○ Children experience high quality S&L activities which help them to rehearse what they plan to write ○ Staff confidence, subject knowledge and expertise are improved and are appropriate to meet the needs of the pupils in the focus areas. ○ Deployment of support staff is effective in moving the learning forward as a 	<p>progress from their starting points in September;</p> <ul style="list-style-type: none"> ● Intervention programmes will be successful in closing the identifies gaps (see interventions timetable and targets) 	<p>linked to CPD</p> <ul style="list-style-type: none"> ○ Provide programme of CPD for all staff – see CPD log ○ Further CPD x 2 staff re RWI ○ Continue to provide RWI as an intervention – 1-1 ○ Purchase of additional RWI resources – class based ○ Full time support per class – every class ○ Additional teacher x 1 day per week ○ Part Time KS1 Teacher x 3 days – focus – English 	<p>d girls has been a focus of our KS2 Phase Leaders role. –SIA 17</p> <ul style="list-style-type: none"> ○ Book Scrutiny – SLT, Standards Committee, SIA, Ofsted, pace of learning has improved and progress is increasingly evident in books and the pupils’ willingness to engage in lessons. ○ Children are working at levels commensurate with those of their age group at this point in the year – see books, data
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		result of specific CPD which meets their needs			<ul style="list-style-type: none">○ Children have more opportunities to apply literacy skills and to write at length○ There are developing opportunities across the curriculum to use and apply skills in writing in a range of subjects – Ofsted 15, SIA○ Children are clear about how well they are doing and what they must do next to improve○ All staff are fully compliant with the expectations outlined in
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					<p>the writing action plan</p> <ul style="list-style-type: none">○ The outcomes of the staff audits demonstrate improved outcomes and understanding from all staff○ Planning for all staff demonstrates a deeper understanding and knowledge of the requirements of the new curriculum○ Marking and feedback identifies next steps of learning○ All pupils respond appropriately to teachers'
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					<p>feedback in their books</p> <ul style="list-style-type: none">○ Staff return to pupils' responses to marking to ascertain and address misconceptions○ Teacher assessment is accurate and identifies clearly the next steps for learning○ Children are clear about how well they are doing and what they must do next to improve○ Planning scrutiny highlights the role of support staff ensuring challenge for all pupil
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						groups
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Evaluation of 2016/17 strategies on test outcomes

KS1 FFT
School v National 16/17
Pupil Premium Disadvantaged
Attainment

KS1	Expected RWM	Higher RWM	Expected Reading	Higher Reading	Expected Writing	Higher Writing	Expected Maths	Higher Maths
Pupil Premium	In line with National (+)	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National

In line with National (+) = school attainment is higher than National but not significant

KS1 FFT
School v National 16/17
Pupil Premium Disadvantaged
Progress

KS1	Expected RWM	Higher RWM	Expected Reading	Higher Reading	Expected Writing	Higher Writing	Expected Maths	Higher Maths
Pupil Premium	In line with National (+)	In line with National	In line with National(+)	In line with National	In line with National	In line with National	In line with National(+)	In line with National

In line with National (+) = school attainment is higher than National but not significant



KS2 FFT
School v National
Pupil Premium/Disadvantaged
Progress

KS2	Expected RWM	Higher RWM	Average R GPS M	Average RM	Expected Reading	Higher Reading	Scaled Reading	Expected Writing	Higher Writing	Scaled Writing	Expected Maths	Higher Maths	Scaled Maths	Expected GPS	Higher GPS	Scaled GPS
Pupil Premium	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National(+)	In line with National	In line with National(+)	In line with National	In line with National	In line with National	In line with National	In line with National

In line with National (+) = school attainment is higher than National but not significant

KS2 FFT
School v National
Pupil Premium/Disadvantaged
Progress

KS2	Expected RWM	Higher RWM	Average R GPS M	Average RM	Expected Reading	Higher Reading	Scaled Reading	Expected Writing	Higher Writing	Scaled Writing	Expected Maths	Higher Maths	Scaled Maths	Expected GPS	Higher GPS	Scaled GPS
Pupil Premium	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National(+)	In line with National(+)	In line with National(+)	In line with National	In line with National	In line with National	In line with National	In line with National

In line with National (+) = school attainment is higher than National but not significant

