

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
<p>3.1 Sharpen the impact of Pupil Premium spending to accelerate pupil progress</p>	<p>CMP</p>	<ol style="list-style-type: none"> 1. Literature review and opportunities to attend courses to evaluate successful practice in other schools. 2. Performance management objective to ensure all children are monitored closely by teachers and interventions change quickly if having no impact. 3. Learning mentors have individual targets for children and monitor their progress carefully. 4. Regular sharing of impact from various approaches at staff meetings. 5. Children's academic progress reviewed by senior staff every half term 6. Parent consultations encourage parents to become fully involved with their child's education & they are clear about how to support them at home. 7. Regular discussions with School Improvement Committee 8. Consider an independent audit if no signs of progress by April. 	<ul style="list-style-type: none"> - Children receiving pupil premium funding receive a range of support for both their academic development and personal well-being that promotes accelerated progress. - Data demonstrates that we are closing the gap. 	<p>Staff are able to pin point successful interventions and see tangible results.</p> <p>Observations in classrooms and by governors ensure pupil premium children have carefully targeted provision which meets their needs.</p> <p>Reports to governors demonstrate the provision and the impact.</p> <p>Parents report a growing understanding of how to help their children.</p>	<p>Pupil Premium courses, websites and LA Audit all helped to focus practice.</p> <p>Performance Management objectives and ½ termly monitoring sheet ensured teachers are fully supporting the initiative and monitoring impact. Those children not making progress or reaching expected levels have been targeted for additional support in the last ½ term. TAs undertaking very focused interventions.</p> <p>Additional assessment in July will hopefully demonstrate more children making expected levels since LA Audit (LA Audit paperwork attached).</p> <p>Additional work with some parents improving positive but just as children often lack stickability with clubs etc. parents appear to be positive and enthusiastic about offering their children additional support, but find it hard to maintain support.</p> <p>Governors have had very regular feedback about PP children at the SI Committee and because of the importance of this vulnerable group have requested an additional meeting just focused on this group's achievement and provision being offered for the next school year.</p>



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3.2 Introduce the new SEN Code of Practice*	CA/HB	1. CA and HB to attend LA training. 2. To review current SEN practice and implement new procedures to reflect the new Code of Practice requirements. 3. To plan and run a Staff Meeting, introducing the new Code of Practice and implications for teachers. 4. To introduce parents to the changes and the implications for their child. 5. To review and amend the SEN policy in light of the new Code of Practice and consult with parents, pupils, staff and Governors. 6. To introduce Governors to the new Code of Practice. 7. To write and publish the SEND Information Report for the federation. 8. To run training for TAs.	- for all parties (staff, parents, pupils, governors) to be well informed about the new Code of Practice and its implications. - that practice in school will reflect the new Code of Practice and ensure that all pupils continue to receive high quality teaching - that pupils and parents will continue to feel well supported and informed about provision for SEND	Feedback from staff, pupils and parents HB and CA to monitor SEND files Report to Governors	1. CA and HB have attended the following SEN Briefings: 18.5.15 and 30.1.15. Topics covered have included: The Local Offer, Education Health and Care Needs Assessment, SEND Specialist Services, Cambridgeshire SEND Guidance, ICT to support in identifying need, Meeting Medical Needs and Specialist Medical Support in the County. 2. SEN Registers have been reviewed and each school now has a SEND Support List of children with a higher level of need. These children now have an SPSP (SEND Pupil Support Plan) which replace IEPs. Other children who require additional support, but do not fit within this category, have planned interventions which are recorded on a provision map. 3 & 6. A Staff Meeting was held in the Autumn Term to introduce the new Code of Practice. Governors were also informed of the changes. 4. Letters to parents outlining the changes and possible implications for their child were sent to all parents on the old SEN Registers. Opportunities, including an information session, were arranged for parents to speak to CA and HB. 4 parents across the federation attended one of these opportunities. 5. The SEN Policy has been reviewed in the light of the New Code of Practice (to be ratified by the Governing Body). 7. The SEND Information has been written, shared with parents, staff and Governors and is published on the websites of both schools. 8. TAs have been informed about the changes to Statements through the Annual Review process and have been involved in SPSP reviews.



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3.3 Review and strengthen the impact of interventions	CA/HB	1. Audit current interventions, tightening up procedures for measuring progress e.g. through ensuring consistency of assessments used and the recording of results on SEND Pupil Support Plans (baseline, mid-point and post intervention) 2. Use "Improving Outcomes for Additional Needs; Approaches and Interventions" to review provision and explore possible new approaches for supporting pupils with SEND.	<ul style="list-style-type: none"> - clearer tracking systems for measuring pupil progress linked to specific interventions - accelerated progress for pupils working on interventions - interventions are quickly modified where adequate progress is not being made 	<ul style="list-style-type: none"> - observations of staff carrying out interventions - monitoring of the SEND Pupil Support Plans 	1. Staff are beginning to measure the impact of support put in place and are noting progress made on SPSPs. This is an area for ongoing development so that smaller steps of progress are acknowledged. 2. HB and CA have worked alongside Louise Walters from the Specialist Teaching Team to review current interventions and assessments to measure progress. A list has been produced for staff which will be shared in training in the Autumn Term
3.4 Engage parents in supporting their children's learning	CMP	1. Look at ways to engage parents in their child's education through parent meetings. 2. Devise a time-efficient form to record parent meetings and encourage parental involvement. 3. Look at parenting groups which promote parental involvement and run or adapt one that meets our parents' needs. 4. Run workshops to encourage greater involvement in school. 5. Develop the role of our family worker and providing appropriate training to support her workload.	<ul style="list-style-type: none"> - Parents who seek additional support feel we respond appropriately. - Parents who are not engaging with their child's education feel confident to have a go! - A parenting groups is facilitated by school staff and helps some families to address the needs of their children more successfully. - Workshops are well received and provide parents with helpful information. 	Records of meetings with parents are reviewed and lessons learnt about successful approaches. Parenting groups are monitored by governors and lessons for future groups shared. Workshops provide parents with a range of information that is easy to access and helpful.	Some staff have had successful opportunities to engage parents in supporting their children's academic progress. However, consistency and commitment have been hard to sustain. So initial enthusiasm has quickly disappeared. We are looking at sending home holiday packs to support children during the summer to parents who indicate a willingness to participate in the initiative. However, it may be challenging for parents to encourage children to do a little work often over the holiday. A range of workshops were discussed and will be woven into our provision for next year.